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ABSTRACT

Migrant students graduation rates, although improving, are still significantly lower than those of their non-migrant peers. This manual is a comprehensive reference guide for Chapter 1 Migrant Program personnel counselors and teachers serving migrant students at the secondary level. Migrant students are those who move across school district boundaries with a parent or guardian in search of temporary or seasonal agricultural or fishing employment. The manual addresses the complex credit accrual and acceptance issues confronting the migrant secondary student. These issues affect the rates at which migrant students remain in and graduate from high school. The manual describes a number of state and interstate projects for secondary migrant studies. It explains the Chapter 1 Migrant Program and use of the Migrant Student Record Transfer System in sufficient technical detail to assist in interpreting, using, and reporting secondary credit data. Key problem areas for migrant students, including minimum competency or exit examinations, differing graduation requirements, and difficulty in accumulating credits, are discussed for the purpose of achieving more effective interstate credit accrual and coordination. The manual also addresses benefits to school staff from participation in the secondary credit accrual system and provides case analyses of problem areas for system administrators. This manual contains 35 references. (DHP)

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INTERSTATE SECONDARY CREDIT ACCRUAL AND ACCEPTANCE MANUAL

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Practical Guidelines for School Personnel Serving Migrant Secondary Students

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MIGRANT EDUCATION

INTERSTATE SECONDARY CREDIT ACCRUAL AND ACCEPTANCE MANUAL

Practical Guidelines for School Personnel Serving Migrant Secondary Students

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Authorized by the Migrant Education Secondary Assistance (MESA) Project, under the United States Department of Education Migrant Division, with the Florida Department of Education

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The greatest motivation for writing this manual, however, has come from my work with migrant secondary students, to whom this manual is dedicated. It is with great hope and optimism that this manual will increase the sensitivity of secondary school staff to the obstacles facing migrant students in graduating from high school. Perhaps it also will challenge them to improve or modify the services provided to these students and their parents so that more migrant students graduate. We in the educational community have nothing to lose and everything to gain by focusing our attention on the needs of these students. We all lose, however, if migrant secondary students can't be winners in this game of life.

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CHAPTER I

INTRODUCTION

Purpose of the Manual

This manual is directed primarily to secondary level counselors and registrars, but also toward secondary level principals (instructional leaders) and teachers serving migratory students--students who have moved during the past six years across school district boundaries with a parent or guardian who is in search of temporary or seasonal agricultural or fishing employment. This manual is intended to be a comprehensive reference guide for both Chapter 1 Migrant Program personnel and others outside the migrant program, especially those who are interested in but not completely familiar with the complex credit accrual and acceptance issues confronting the migrant secondary student which impact the rate at which migrant students remain in and graduate from high school.

The main objectives of this manual are:

1. To serve as a resource to assist in promoting the acceptance and coordination of course credit for migrant secondary students between districts and states;

2. To provide information and sample processes which will assist counselors and registrars to facilitate secondary credit acceptance and coordination;

3. To provide sufficient background information and compelling reasons that might convince superintendents and principals to participate in the secondary credit accrual system;

4. To provide migrant practitioners with sufficient information and convincing arguments to assist in achieving the first three objectives.

There is ample background information herein to acquaint the reader who may be unfamiliar with the Chapter 1 Migrant Program and/or the problems confronting migrant secondary students. Specific examples and data from various state migrant programs are often presented to reinforce the reader's understanding of an issue or concept. Technical processes are carefully explained for those readers who need a more in-depth understanding of certain areas (e.g., the MSRTS Secondary Credit Data reporting procedures). Policy, procedure, and administrative issues are discussed in detail for those in a position to advocate for improving services provided to migrant secondary students.

Statement of the Problem

Although the high school graduation rate for children of migratory agricultural workers and fishers has gradually improved over the past 20 years since Congress authorized funding for the national Chapter 1 Migrant Program, migrant student graduation rates are still significantly lower than that of their non-migrant peers. In 1987, the migrant dropout rate was found to be approximately 45%, according to the findings of the Migrant Attrition Project (MAP). One can infer, therefore, that the graduation rate for migrant students was then about 55%. Migrant students taking courses in more than one high school often suffer from duplication of services, improper course placement, and a shortage of course credits required to graduate on schedule if the appropriate and timely communication between school districts and migrant students does not occur.

The full impact of the educational reform movement in most states has only begun to be documented for migrant students. In Texas, for example, the migrant student graduation rates increased steadily and significantly from about 25% in 1978 to an estimated peak of 51% in 1985 as a result of increased emphasis on the provision of migrant program services at the secondary level, according to an analysis of migrant student data conducted by Roberto M. Villarreal of the Texas Education Agency. Some Texas districts with migrant programs have a migrant student graduation rate that even exceeds that of the general student population.

However, Texas school reform legislation enacted in 1984, which requires students to pass a minimum competency test for graduation, has probably been a major cause of the diminishing statewide graduation rates for migrant students, as well as for at-risk youth in

the overall student population. As thousands of migrant program funds are being awarded to school districts to support programs to help migrant students pass the Texas Educational Assessment of Minimum Skills (i.e., Texas' minimum competency test), migrant students are struggling to maintain their 49% statewide graduation rate of 1987. Migrant students from other states, like many other at-risk student groups, have also felt the brunt of the educational reform movement.

The overage factor (i.e., that of being older than is appropriate for a student's grade level due to retention or other factors) has a significant influence on whether a student will drop out of high school. In a 1971 study, Jerold G. Bachman, et al. found that students who have been retained once have a 40%-50% chance of dropping out, while those who have been retained two grades have a 90% chance of dropping out of high school.

Since 1984, the percentage of overage migrant students in Texas, for example, has generally decreased at most grade levels--a positive trend. However, the percentage of overage migrant students in 1987 increased at every grade level from kindergarten to a peak percentage at the ninth grade. In other words, the longer a migrant student stays in school, the more likely he/she is to be one or more years overage for his/her grade.

In one respect, this is a positive indicator because it is evidence that at least the students are still enrolled in school. Once Texas migrant students reach the ninth grade, however, over 50% are overage for their grade level, which puts many of these students in a high-risk category. After the ninth grade, there is a dramatic decrease in overage percentages because the students are dropping out of school.

Because of evidence that early intervention is the best approach to ensure students' academic success, many states have traditionally focused their migrant funds only on preschool and elementary level services for migrant students, and few resources have been expended at the secondary level. Without some degree of migrant program emphasis at the secondary level, migrant students are often left with few or no advocates to ensure that they are enrolled in courses required for graduation, pass competency examinations, make up course credits, take the SAT/ACT examinations required for entrance into college, etc.

The rate at which migrant students graduate has been demonstrated to be affected by the degree to which migrant-funded services are provided at the secondary level, according to another analysis of Texas migrant student data done in 1988 by Roberto M. Villarreal. This is especially true when a combination of counseling, parental involvement, and tutorial services are in place to meet the needs of migrant secondary students. Not surprisingly, migrant student graduation rates are also affected by whether they receive full or partial credit for coursework they complete, and whether they have viable and realistic opportunities to make up work they have missed due to the transitory lifestyle of their families.

Without migrant-funded staff at the secondary level, it is unlikely that counselors and other school staff from the regular program (who, in many cases, are already unable to counsel and support the non-migrant at-risk students from the general student population) will take the steps necessary to coordinate and communicate on an interstate and intrastate basis regarding secondary credit accrual unless they can be persuaded of its benefits.

Clearly, there is still a great need, nationwide, for every effort to be made and every conceivable method to be employed in helping migrant students accrue their course credits toward graduation, pass required competency examinations, and graduate with their class as scheduled.

The Chapter 1 Migrant Program

It is appropriate to explain and put in perspective the overall Chapter 1 Migrant Program. The migrant program has historically been at the forefront of educational innovation and creativity. During its 20-year history, some major, successful efforts undertaken by the migrant program have resulted in:

1. The development of special pre-K materials and processes;

2. The interstate coordination of student educational and health information;

3. The development of the national Migrant Student Record Transfer System (MSRTS) as an interstate communication vehicle, including the development of the national Skills Information System and Secondary Credit Accrual system;

4. National and state dropout studies and dropout prevention and retrieval programs;

5. The development of criterion reference tests;

6. The development of secondary level correspondence and independent study courses.

The above instructional and support programs were designed to meet the unique needs of the migrant student and to positively impact migrant student graduation rates. It is now evident that some have been more successful than others. These efforts are briefly summarized below.

Utilization of the Migrant Student Record Transfer System (MSRTS)

An integral part of the Migrant program is the Migrant Student Record Transfer System (MSRTS), a computerized record keeping system that accumulates health and academic information on migrant students which can be provided to schools requesting such records. The MSRTS Educational Record for secondary migrant students includes information that was designed to be particularly useful to counselors, registrars, and teachers serving these students. The Secondary Credit Data portion of the MSRTS Educational Record includes such information as minimum graduation requirements of the school from which the student intends to graduate, the student's class schedule from the most recent reporting school, a summary of coursework taken to date, and courses recommended by the previous school for the student to take.

The existing system for assisting migrant students in accruing credits toward graduation (i.e., the **secondary credit accrual system**) is comprised of two distinct functions:

- The reporting (manually and via the MSRTS) of specific information about secondary coursework and high school graduation requirements; and,

- The communication and coordination between school district staff and the migrant student regarding his/her secondary course placement and status, grades, and graduation requirements.

The fact that a single format for reporting and exchanging secondary credit data could be devised to accommodate all states' secondary courses, graduation requirements, and competency examinations is a tribute to the migrant program staffs across the United States and Puerto Rico. Since the initial implementation of the MSRTS Secondary Credit Data section, a number of states have demonstrated that this system not only works from a technical standpoint, but that it can be quite successful in meeting its intended objectives. Although the secondary credit exchange system has been successful to some degree in meeting its goals, migrant studies have documented what experienced migrant practitioners will validate: **The Secondary Credit acceptance system has not reached its full potential in meeting the needs of migrant students.**

Although the potential is great for MSRTS data to directly and indirectly enhance the rate at which migrant students graduate, an analysis of MSRTS Secondary Credit Data by VAMOS in 1989 revealed that these data have been consistently reported at significant levels by only a limited number of states. For example, during the regular school term, only ten states reported Secondary Credit data for 70% or more of their students. For the summer school term, only four states reported these data for 70% or more of their students (out of the 17 states having a sizeable (>70) currently migratory student population in grades 9-12.

The degree to which secondary principals, counselors, registrars and others use these data varies from state to state and from district to district. For example, this same study determined that there is a wide range in the frequency with which states have consolidated partially-completed, similar courses for which credit has been granted for the students (i.e., "SH line" or credit consolidation). This computerized capability to consolidate partial work was intended to be the most significant section of the secondary credit exchange system

since it increased the migrant student's chances of accruing credits toward graduation for work completed, regardless of whether he/she was enrolled for the duration of a course. Ideally, credit consolidation would be the high point of interstate coordination and cooperation and could result in an increase in the number of migrant students graduating.

Migrant program staff have expressed opinions as to why the reporting and use of the MSRTS Secondary Credit Data have been limited:

- Because of cumbersome and time-consuming state or district policies and procedures for reporting MSRTS data, the MSRTS records ultimately don't arrive at the school site in time to help counselors, registrars, and teachers in course placement and instructional assessment.

- Non-migrant program staff are often unaware that MSRTS records exist, do not routinely receive or review them, or have not received adequate training in how to use them. Unfortunately, even migrant-funded counselors have expressed frustration at not receiving a copy of the MSRTS records for secondary students to help in course placement upon the student's arrival.

- The current national MSRTS Educational Users' Manual limits its scope to that of the technical reporting procedures and does not explain in detail how the secondary school staff can use Secondary Credit Data in course placement and instructional assessment.

- National, state, region, and district interpretations of definitions and procedures described in the national MSRTS Educational User's Manual vary considerably.

- Whether MSRTS records are perceived to be "official" school documents or can be legitimate source documents upon which to accept or grant credit varies on an interstate and intrastate basis.

- MSRTS reporting requirements imposed by state, region, or district offices vary a great degree from one state to another, and even between districts, in spite of the mandate for "full utilization" of the MSRTS. In other words, states may often prioritize not only the kind of information to be reported (i.e., some vs. all, Secondary Credit Data vs. Supplemental Programs, etc.), but the students for whom it should be

reported (i.e., currently migratory school-age vs. formerly migratory school-age, etc.) as well. Although, ideally, updates to the MSRTS records should be available as soon as the student enrolls in the next school, this may or may not occur due to prescribed reporting timelines (or lack thereof) or the data transmittal procedures in place there.

Secondary Credit Granting and Credit Acceptance Policies

A problem that is even more significant than the lack of MSRTS record utilization is that of credit acceptance between districts and states, as well as the absence of consistent and non-punitive district policies which address the granting of course credit for **any** student who arrives after the school year has begun or who leaves before it is finished. For any transitory student (e.g., children of military families), credit acceptance and the awarding of credit for partially completed work is critical if they are to graduate within four years of beginning high school, in spite of their mobile lifestyle. For migrant students, the issues of credit acceptance and credit accrual are even more critical. Migrant-funded staff even today relate unfortunate stories about migrant students who, upon their arrival at a new school after the school year is already underway, are advised by school staff that "it is better not to enroll until next semester since you have missed so much school already".

Recognizing this need in the early 1970's, the states of Texas and Washington initiated efforts to coordinate the instruction and course placement of students homebased in Texas who annually migrated in the spring and summer to Washington. Although the original manual exchange of information has been essentially replaced by the use of the MSRTS as a data exchange vehicle, the program planning, course placement, and credit granting functions are still a collaborative, people-to-people process even today. This program has been a prototype for a number of other interstate programs designed to meet the needs of secondary migrant youth shared between the states.

Districts with high concentrations of migrant students in their student population have approved policies which address the granting of credits for students who arrive late and leave early during the school year. These policies include a variety of procedures, such as making up work missed, saving slots for late-arriving students in courses required for them to graduate, early or late administration of examinations required for course credit, and others.

Parental Involvement

Because parental involvement has been a mandated component of the migrant program since its inception, many states and districts have developed very successful and sophisticated parental involvement programs. Long before effective schools research documented the positive impact of parental involvement on student achievement, migrant educators have been committed to parental involvement. Countless hours have been devoted to training parents to help their children academically, as well as empowering them to be their children's advocates and providing them essential guidance in helping districts in planning, implementing, and evaluating the migrant program at local and state levels. School districts with migrant student graduation rates comparable to or exceeding that of non-migrant students have a long history of involving and cooperating with parents at all levels.

However, there is a continued need to teach, inform, cooperate with, and involve parents of migrant students. Their children need parental support and encouragement now more than ever to surmount the ever-increasing obstacles they confront today because of the often-confusing educational reform legislation which has often resulted in higher performance standards, increased graduation requirements, and competency testing. When children who are proficient in a language other than English enter school, they may or may not receive Bilingual Education or English as a Second Language (ESL) instruction to help them make the transition to English-only instruction. Additionally, many of these children come from economically-disadvantaged homes and upon entering kindergarten, as many as 30% may not be promoted to the first grade the next year, according to the 1987 findings of the Grade Retention and Placement Evaluation (GRAPE) Project Their parents also often speak a language other than English, frequently do not feel comfortable in the school environment, and may be unskilled in advocating for their children's needs. Clearly, if their children are to succeed in school, all resources--especially those from parents--need to be used for the benefit of the migrant students.

Summary

It is apparent that many situations could exist which are contributing to a lack of accrued credits for migrant students. If migrant educators are to continue taking the initiative in addressing the unique needs of migrant secondary students, the improved use of the secondary credit accrual system cannot be overlooked and should not be under-emphasized.

Substantial future progress in the use of the secondary credit accrual system and, consequently, substantial future progress in increasing migrant student graduation rates are critically dependent on significantly increasing the number of districts that accept credit through the system. The task of convincing a significant number of districts to start participating in the secondary credit accrual system is very difficult and will require dedication, commitment and perseverance by migrant educators, other educators of migrant students, and supporters of migrant education throughout all the states, Puerto Rico and Washington, D.C. The role of this manual in this very worthwhile task is to serve as a reference book, a bible, if you will, for these educators.

CHAPTER II

AN HISTORICAL PERSPECTIVE

The study of the impact of the Migrant Education program by Exo-Tech, Inc. reported in **1974** that only 11% of migrant students entered the twelfth grade, or nearly **90% of all migrant students dropped out of high school!** According to the **1987** findings of the Migrant Attrition Project (MAP), the national **migrant dropout rate was found to be 45%**, an obviously tremendous improvement. However, it also means that educators of migrant students and others interested in migrant education have a lot of work remaining in order to continue the improvement in the migrant graduation rate.

The system that exists in the Migrant program to assist migrant students in accruing credits toward graduation has played an integral role in the improvement cited above. This applies to both the system of interstate coordination which was in place before secondary credit accrual was incorporated into the national MSRTS, as well as the one in place since incorporation. The purpose of this chapter is to explore the events that took place in the evolution of the secondary credit accrual system as it is today for migrant secondary students.

Section A

The Texas-Washington and New York-Florida Pilot Projects

Congress, beginning in 1966, stressed interstate cooperation by encouraging states to coordinate programs with similar programs in other states. The first effort directed toward promoting credit accrual and acceptance for migrant students was limited in size and scope to two states, Texas and Washington. Between 1970 and 1975, migrant educators and counselors in Texas and Washington communicated on an informal, one-to-one basis to plan courses and coordinate class schedules to enable migrant students shared by these states to accrue sufficient credits to graduate--despite their annual migrations.

In 1975, staff from both states formally collaborated to meet the needs of Texas' migrant secondary students who were at risk of not graduating from high school. It was agreed to develop a pilot program with the goal of increasing the number of Texas migrant students graduating from high school. A formalized process to assist in this effort was developed at a planning conference in San Francisco. Migrant educators from both states defined the following problems (which are not dissimilar to those confronting practitioners today):

- Eleven percent (11%) of migrant students enter high school.
- Their average length of enrollment in any one school is eleven weeks during the growing/harvest season.
- The partially completed classes they leave behind as they follow the crops with their families do not count toward graduation.
- Graduation requirements vary in different states and districts.
- Communication with students and their families is difficult to maintain.

The **solutions** devised to accomplish these goals included the following:

- An alternative school program was developed.

- A recruitment program was aimed at the intermediate and high school age migrant student.

- A method for securing and linking school schedules for each participating student was part of the program.

- Completed credits and partially completed credits were transferred on official school transcripts.

- Professional staff members at schools the students attended communicated with each other regarding the students' needs.

- Parents of the students were involved and contributed suggestions as to how the program should function.

- The Departments of Education in the participating states cooperated with each other.

In the spring, before the programs officially were underway, selected superintendents, school board members, and principals from Texas districts in the Rio Grande Valley visited the Washington programs to finalize program design and operation.

Summer instructional programs were designed to meet the needs that had been previously identified for these students. Actual Texas textbooks and curricula were provided to or purchased by Washington educators to ensure compatibility of curriculum. Classes offered by the Washington Migrant program were those that the Texas migrant secondary students needed and were usually held in the evenings to ensure that migrant secondary students who worked in the fields during the day could attend them. The Washington migrant program collaborated with the Department of Labor to allow the students to work in the fields as long as they attended the evening classes sponsored by the migrant program.

Not long after the Texas-Washington pilot was initiated, the secondary credit accrual process became active in the Eastern Stream. During the 1976-77 school year, a pilot project between New York and Florida was also begun to exchange important information about secondary migrant students shared between the two states. Recommended courses, instructional program participation, grades, attendance, and other data were exchanged between the staffs working with these students.

In both pilots, considerable amount of time was spent in communicating in advance what the students needed. This was accomplished through telephone conversations and written documentation between staff working with these students. At this time, the MSRTS Educational Record did not include a section for reporting course information for secondary students, so staff were highly dependent upon written and oral communication. This initial effort exemplified interstate coordination at its finest, and not only set a precedent for such coordination, but became models that other states would emulate in later years.

Section B

The Texas Migrant Interstate Program (TMIP)

Throughout the early and middle 1970's, the coordination for the Texas part of the Texas-Washington project (or Washington-Texas project) was carried out by the Migrant Division of the Texas Education Agency. In 1978, the responsibility was given to the Region I Education Service Center in Edinburg, Texas. By this time, several more districts and several more states were participating in what was then called the "Interstate Credit Exchange Program".

In 1980, the Migrant Division of the Texas Education Agency established the Texas Migrant Interstate Program (TMIP) with Pharr-San Juan-Alamo Independent School District as the fiscal agent. As the only interstate project funded with state (rather than federal) migrant funds, this program has been a pivotal point for credit acceptance and exchange of information between states. The TMIP has provided training to state, region and district staffs, facilitated the interstate secondary credit accrual process, and produced materials for students, teachers, counselors, and administrators. It has also served as a dissemination center for secondary-related information from other states, hosted interstate meetings for counselors and administrators to verify course credits, and supervised the assignment of Texas teachers and counselors in out-of-state summer programs to facilitate instruction and secondary credit accrual between Texas and its receiving states.

Section C

The MSRTS Secondary Credit Data System

The National Policy Workshop on Education for Migrant Secondary Students (August, 1981) requested the MSRTS Committee to design and implement a secondary credit accrual record which would serve as an interstate credit accrual document. It was eventually incorporated into the MSRTS Educational Record as part of the overall revision process of the MSRTS Education and Health Records initiated in 1977 and completed in 1983. This section was called "Secondary Credit Data" and its design was predominantly based upon the kinds of information that had previously been manually documented and exchanged between states.

When this new system for communicating about secondary students became operational in 1983, it was only for students in grades 9-12 and did not initially include a section for reporting recommended courses. By 1984, recommended courses were able to be reported and the expansion of the system to report data for students in grades 7 and 8, due to popular demand, was completed in 1987. Today, through the MSRTS Secondary Credit Data System, counselors, registrars, and other school staff have access to:

- The minimum graduation requirements of the school (or homebase) from which the student intends to graduate;
- Courses, for grades 7-12, which the student has taken;
- Courses for which the student has earned full and/or partial credit;
- Competency tests required by the state in which the student will graduate; and
- Courses that previous schools recommended that the student take if he/she is to meet graduation requirements.

This section of the MSRTS has, to a great degree, superceded the manual documentation exchanged between the states serving migrant secondary youth. However, students still often hand-carry, and staff still mail, copies of MSRTS records and other school documents between schools to ensure the timely exchange of information which is so critical to student placement and assessment.

Section D

Interstate Projects for Secondary Migrant Students

In 1978, in Section 143 of Public Law 95-561, Congress provided for a discretionary grant program to be available to state educational agencies. The purpose was to "...improve the interstate and intrastate coordination among state and local educational agencies of the educational programs available for migrant children." The intent was that this process would be one of cooperation, not competition, and the goal was that models would be adapted/adopted by all states to improve services to migratory children. This effort was first funded in fiscal year 1981 when twelve projects were funded in ten states. Since that time, a total of 65 projects involving numerous states have been funded.

Several of these valuable but, unfortunately, relatively short-term projects verified problems that migrant practitioners had long suspected were encountered by migrant secondary students in accruing credits and graduating from high school. These 143-funded interstate projects focused on various needs of the migrant secondary student population. A few of these projects are briefly described as follows:

- Interstate Migrant Secondary Services Program (IMSSP): Coordinated by New York with ten other participating states, the IMSSP was designed to improve educational services to junior and senior high school migrant students. This was accomplished by providing technical assistance to districts and states, advocating on behalf of problems, issues, and concerns faced by secondary migrant students, and enhancing interstate communication. Activities were focused at and implemented through the three largest homebase states (California, Texas, and Florida), and included the dissemination of program and staff directories, Secondary Credit Reporting Forms, and coordination of interstate teacher and counselor meetings.

- Interstate Migrant Secondary Team Project (IMSTP): Coordinated by California, this project was funded to broaden the base of experts in interstate coordination needs. Training trainers to institutionalize the interstate coordination efforts by building awareness and expertise in every state was the main objective of this project.

- **Portable Assisted Study Sequence (PASS)/Mini-PASS** This central stream secondary project for Wisconsin, Minnesota, Ohio, Illinois, South Dakota, and Michigan developed Mini-P.A.S.S. materials to be used in a teacher-assisted, semi-independent manner by junior high school students migrating within the central stream. These materials were based on the P.A.S.S. model.

- **Migrant Attrition Project (MAP)**: Coordinated by New York, this research project proposed to determine a current dropout rate for migrant students through tracking a sample of 1,000 currently and formerly migratory students from 42 states.

- **Migrant Dropout Reconnection Program (MDRP)**: The MDRP offered information on education and vocational programs and encouraged migrant dropouts to earn a high school diploma, take the GED, or enroll in an alternative education program. This project also published REAL TALK, a bilingual, monthly newsletter directed toward young people (16-21 years of age) who quit high school before graduating. (The MDRP is currently in operation with funds from the U.S. Department of Education's School Dropout Demonstration Assistance Program.)

- **Grade Retention and Promotion Evaluation (GRAPE) Project**: Based upon the relationship between students being overage for their grade level and dropping out of school, this New York project investigated the reasons why such a disproportionately high number of migrant students are overage for their grade level.

- **Migrant Education Program Development Centers** Since 1987, Section 143 funding has also supported the operation of three technical assistance and training centers serving state, region, and district level staff who provide services to migrant children and migrant parents. One center is located within each of the three "streams" (or regions) where migrant families migrate: Oregon (Western Stream), Texas (Central Stream), and New York (Eastern Stream).

Section E

Accrediting Agencies

Migrant students can encounter delays in enrollment and/or be improperly enrolled and scheduled into classes in a new school due to: 1) the lack of or a delay in receiving records from their previous school of attendance and/or, 2) the unwillingness on the part of school personnel to accept the units and grades from other schools. These problems can occur whether the student is an intra- or interstate transfer student. Although local school personnel are most often the final authority in evaluating transfer subjects, grades, and units, the acceptance of the migrant student's units and grades by a receiving school can be facilitated by an awareness that the earned units and grades were acquired while in attendance at a fully accredited school. When a regional association grants accreditation to a school within its region, it is certifying that the school has met or exceeded specific standards as prescribed by the association. Thus, acceptance by an association is a mark of quality and assists school personnel in evaluating and accepting the units and grades when they receive a transfer student from an accredited school .

Institutional accreditation is awarded by the respective commissions of six regional accrediting associations which, together, cover the United States, American Samoa, the Canal Zone, Guam, Puerto Rico, the Trust Territory of the Pacific Islands and the Virgin Islands. The accrediting agencies are: 1) Middle States Association of Colleges and Schools, 2) New England Association of Schools and Colleges, 3) North Central Association of Colleges and Schools, 4) Northwest Association of Schools and Colleges, 5) Southern Association of Colleges and Schools, and 6) Western Association of Schools and Colleges.

Hopefully, with the above information and suggestions, along with judicious use of the MSRTS, school personnel will be assisted in making prompt and valid evaluations of student records.

Section F

Summary

Although the Texas-Washington and New York-Florida "connections" began as isolated endeavors, their staffs were pioneers in new territory. The results of these projects had a significant and positive impact on interstate coordination in general, and on migrant students in particular. Because of the high degree of staff commitment to advance planning, communication, and coordination, migrant secondary students served by these collaborating migrant programs suffered little in the area of lost credits due to inappropriate course placement, partially completed work, or a lack of acceptance of credits. From 1978 through 1985, the graduation rate for Texas migrant students mushroomed from about 25% to 51% as a result of increased emphasis on the provision of migrant program services at the secondary level, especially in the area of interstate coordination and supporting services, such as counseling.

Today, however, migrant students nationally are facing additional challenges. The full impact of the educational reform movement in many states has only begun to be documented for migrant students. As part of those increased performance requirements, students in many states must now pass a competency or proficiency examination as part of their graduation requirements, with the passing standards of those tests often increasing each year. Because of this situation, some migrant students have opted to remain "up north" in receiving states until they graduate, rather than return to face these strenuous requirements. Considerable communication between the sending and receiving districts is necessary to enable these students to graduate.

In a time of dwindling resources and higher academic standards, it is asking too much of the migrant secondary student to confront this situation alone. Continued and vigilant advocacy on behalf of all educators serving migrant secondary students is critical if these students are to receive the support and compensation awarded to all transfer or mobile students in our population. A significantly greater commitment to the use and reporting of MSRTS Secondary Credit Data is also necessary, in concert with increased communication between schools serving these students. The previous "ground-breaking" endeavors have laid the foundation for a potentially successful system on a national and interstate basis. The migrant secondary student today faces enormous obstacles and needs not less, but considerably more support from this system.

CHAPTER III

A GUIDE TO THE MSRTS EDUCATIONAL RECORD FOR SECONDARY MIGRANT STUDENTS

It is very important to understand the rationale used to develop the current Secondary Credit Data section of the MSRTS. The previous interstate secondary credit accrual system was a voluntary agreement between states and between districts from different states. The agreement was not written; rather, it was functional. Certain types of information about students were exchanged by telephone and by mail. Occasionally, face-to-face meetings were arranged by various participants. The key to the success of the project, and it was very successful, was the commitment of the educators involved. Thus, the challenge to the committees which developed the computerized secondary credit accrual system was to:

- Replicate, through the MSRTS computer, the development and processing of the same type of information about secondary migrant students that the manual system was using;
- Determine what additional information was needed, develop the proper computer vehicle to process that information, and systematize the whole secondary credit accrual concept; and,
- Provide the means, within the computerized system, not only for safeguarding the original commitment to secondary credit accrual, but to expand it to the numerous states, hundreds of districts, and thousands of migrant students not enrolled in the system.

The approach taken in the development of this chapter is to:

- Provide background about the national Migrant Student Record Transfer System (MSRTS) and each section of the MSRTS Educational Record for secondary migrant students;
- Provide non-practitioners with the overall concept and also sufficient technical detail about the MSRTS secondary record to assist practitioners (particularly counselors, registrars, and teachers) in interpreting, using, and reporting Secondary Credit Data.

Explanations within this chapter emphasize more the nature of the information and how it can be used, rather than on the technical coding procedures for reporting the information to the MSRTS data bank.

NOTE: For further information on how to use, interpret, and update the MSRTS Educational and Health Records, refer to the national MSRTS manuals entitled, People to People: Utilization Opens Doors, MSRTS Educational Users' Manual, and MSRTS Health Users' Manual.

Section A

An Overview of the National Migrant Student Record Transfer System (MSRTS)

The objective of this section is to explain, in non-technical terms, the purpose behind and operation of the MSRTS, and how school staff can access and use MSRTS data to meet the specialized needs of the migratory secondary student. Like the Texas-Washington and New York-Florida secondary credit exchange projects, the successful operation of the MSRTS is wholly dependent upon the commitment and support of local school personnel, as well as administrators at local, regional, and state levels, to ensure the timely updating and receipt of the records by school users. A 1982 study conducted for the National Institute of Education recommended that :

> **"Teachers should be provided with records of new students as soon as at all possible, so that teachers will not form expectations and opinions about new students before knowing the facts about them."**

The speedy transfer of records for mobile students has been documented by other studies as well. It was out of this need for schools nationwide to rapidly communicate, in a common language, about the migrant students shared between their boundaries that ultimately brought about the creation of a computerized record keeping system for migrant students.

Part 1: Purpose of the MSRTS

The Migrant Student Record Transfer System (MSRTS) is a national computerized information network which maintains and transfers educational and health data for the nation's migrant children. Its purpose is to assist educators by promoting educational continuity through the exchange of educational and health data needed to provide services to students who are shared by the states. The MSRTS was created to document the kinds of educational and health services provided to migrant children, regardless of the number of schools they attend from one state to another. The student cumulative folder, which usually follows most students from one school to another, does not always follow the migrant child or arrive in time to be of use to school personnel serving the migrant student.

Teachers and counselors are not always aware of the programs and classes in which migrant children have been enrolled or the skills they have acquired from one school to the next. Migrant students may not have with them the immunization records necessary to allow them to enter school so health services are often unnecessarily duplicated. Because the lifestyle of migrant students may differ from those of non-mobile students, and their school enrollment patterns may be irregular, it is essential that instructional and placement staff make rapid as well as accurate decisions regarding academic placement to maximize the time the students spend in school. School health personnel, too, often face the dilemma of providing immediate and necessary (sometimes life-saving) follow-up services to migrant children with serious health problems. The data included in the MSRTS Educational and Health Records are offered as one of the tools in a school's repertoire of strategies to meet the instructional and health needs of the migrant student.

Part 2: History of the MSRTS

Originally, the MSRTS began as a manual system for exchanging information on migrant students shared by the states. The system grew rapidly, nearly tripling in enrollments during its first year. This growth created two immediate needs: 1) a quicker way to transfer information, and 2) more data on students enrolled, including a health record. By the end of 1971, an automated recording system stretched across the nation into almost every state, and included a new health record. In 1975, the MSRTS was joined by the Commonwealth of Puerto Rico and changes in federal regulations permitted the inclusion of eligible migratory fisherman and five-year formerly migratory students in the data base. According to the MSRTS Student Distribution Summary Report (February, 1989), there were 566,468 migrant students entered into the MSRTS data bank during 1988. Ten years after the system began, a common language for recording education information was created for all states to use, making the exchange of educational information consistent throughout the country. The MSRTS Educational and Health Records in use today **(Figures III-1 and III-2)** reflect changes that have been incorporated as a result of two massive revisions done since its inception, the last of which was completed in 1983. The National Association of State Directors of Migrant Education (NASDME) oversees the activities of and responds to recommendations by the National MSRTS Committee regarding changes needed in the overall system and, specifically, in the educational and health records. This process provides each state a continuing opportunity for input regarding the content, format, and operation of the MSRTS.

Figure III-1
SAMPLE MSRTS EDUCATIONAL RECORD

0000001 SEE E-H LINKAGES — AR0088 / AR 88FS 00001
LACKS PROFICIENCY TEST FOR GRADUATION

DATE 02/26/88 — PAGE 1 OF 5 — STUDENT ID 76706498 GGK

M I G R A N T S T U D E N T E D U C A T I O N A L R E C O R D

VANDER, GEORGE — 76706498 GGK — GRADUATED - FUNDING ELIGIBILITY ENDED 05/30/88

BIRTH DATA	PLACE OF BIRTH	FUNDING TERMINATION	PARENT DATA	HOME BASE
SEX = M	SITE : EMMO HOSPITAL	TYPE: G SH:AI	LEGAL PARENTS:	117 N PINE STREET
DOB = 07/16/68	ADDRESS:	DATE: 05/30/88		APOPKA
VER = 8	CITY : HOUSTON	F.L.G.:	VANDER, MARTIN	FL 32703-0000
AGE = 19	ST/ZIP : TX	09/20/96	VANDER, MARY	
	COUNTY : HOUSTON	(FLBGKY)		CURRENT RESIDENCE
RACE = S	COUNTRY:		CURRENT PARENTS:	
				ROUTE 2 BOX 70
				BALD KNOB
				AR 72010-0000

LAST QUALIFYING MOVE: 09/01/87 END OF ELIGIBILITY: 09/01/93
MOVED FROM: BEAUMONT, TX,
MOVED TO: UMATILLA, FL

SCHOOL HISTORY DATA

CURR SCHL: UMATILLA HIGH SCHL ID: FLBGKY
HLTH RECORD ADDRESSEE: GRACIELA M MEIR

PREV SCHL: DEKALB JUNIOR HIGH SCHOOL SCHL ID: TXDLBX
100 NORTH RIDDLE STREET (SH:AK)
MT PLEASANT
TX 75455-0000 PH: 214-572-8582

SH	SCHL ID ST	SCHL	DATE RES.	DATE ENROLL	DATE WITHDR	DAYS ENR	DAYS PRS	DAYS %	GR LV	M S	E T
AF	FL	BGKY	06/21/85	06/24/85	07/28/85	22	21	95	10	1	S
AG	PR	CHGF	08/08/85	08/14/85	11/24/85				10	1	
AI	OH	BRKB	11/27/85	12/02/85	06/04/86				10	1	
AJ	FL	BGKY	09/20/86	09/20/86	12/21/86	93	93	100	11	1	
AK	TX	DLBX	01/01/87	01/01/87					12	1	
AL	FL	BGKY	09/01/87	09/01/87					12	1	

EDUCATION-HEALTH LINKAGE

E-H #	MESSAGE:	CONTACT:
108	HYPERACTIVE - CONFERENCES WITH PHYSICIAN AND PARENTS.	MIGRANT STUDENT RECORD TRANS.
109	ASTHMA - RESTRICT PHYSICAL ACTIVITY WITH ATTACKS.	DIRECTOR'S OFFICE - MSRTS
118	ASTIGMATISM - MIGHT NEED CLASSROOM PLACEMENT.	ARCH FORD EDUCATION BLDG
124	WEARS GLASSES OR CONTACT LENSES.	LITTLE ROCK
128	DRUGS THERAPY - CONSULT MEDICAL PERSONNEL REGARDING DRUG MANAGEMENT (I.E., TYPE, TIME, DOSAGE, AND SIDE EFFECTS).	AR 72201-0000 PH: 501-371-1857
131	SHOULD NOT PARTICIPATE IN CONTACT SPORTS	
4	CONSULT MEDICAL PERSONNEL AND FAMILY REGARDING PHYSICAL ACTIVITIES, MEDICATIONS AND CONTEMPLATED CARE.	UMATILLA HIGH TROWELL AVENUE UMATILLA FL 32784-0000 PH: 904-669-3131
104	SEIZURE DISORDER - CHRONIC OR RECURRENT CONVULSIONS - CONSULT MEDICAL PERSONNEL AND PARENTS REGARDING MEDICATIONS AND CONTROL. UNDERSTAND MANAGEMENT OF SEIZURES.	DON MINDOW LAKOTA LOCAL 156 UNION ST BURDOON OH 43407-0000 PH: 419-986-5161
107	STUTTERING - DISCUSS WITH MEDICAL PERSONNEL, PARENTS AND SPEECH THERAPIST.	
110	FOOD ALLERGY - CONSULT MEDICAL PERSONNEL AND FAMILY REGARDING DIET.	
99	STUDENT HAS AN UNRESOLVED HEALTH PROBLEM RECORDED. CONTACT HEALTH PROVIDER.	CALVERT HIGH 3332 MONTGOMERY HUNTSVILLE TX 77340-0000
102	DIABETES INSIPIDUS - BATHROOM PRIVILEGES.	
125	WEARS HEARING AID.	

S E C O N D A R Y C R E D I T D A T A

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL
FOR PROJECTED GRADUATION IN 1987

FLBFHR COCOA HIGH — 2000 TIGER TRAIL — COCOA,FL 32922-0000 — PH: 305-632-5300

CONTACT: MIKE NEAL, COUNSELOR — PH: 305-632-9414

REQUIRED SUBJECTS	GRADES TAUGHT	NO. TERMS REQ'D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPLANATION
AMERICAN GOVT	9-12	1	SEM	72	
AMERICAN HIST	9-12	2	SEM	72	
ECONOMICS	9-12	1	SEM	72	
ELECTIVES	9-12	18	SEM	72	
LANGUAGE ARTS	9-12	8	SEM	72	
LIFE MGT SKILLS	9-12	1	SEM	72	
MATHEMATICS	9-12	6	SEM	72	
PERF FINE ARTS	9-12	1	SEM	72	

****MINIMUM GRADUATION REQUIREMENTS CONTINUED NEXT PAGE****

Figure III-1 (cont.)
SAMPLE MSRTS EDUCATIONAL RECORD

0000902 ARK000 / AR BBF3 00002

DATE 02/26/88 — MIGRANT STUDENT EDUCATIONAL RECORD — PAGE 2 OF 3 — STUDENT ID 76706498 GGK

GRADUATED - FUNDING ELIGIBILITY ENDED 05/30/88

VANDER, GEORGE 76706498 GGK

SECONDARY CREDIT DATA

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL
FOR PROJECTED GRADUATION IN 1987 ****CONTINUED****

REQUIRED SUBJECTS	GRADES TAUGHT	NO. TERMS REQ D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPLANATION
PHYS EDUCATION	9-12	1	SEM	72	
PRACTICAL ARTS	9-12	1	SEM	72	
SCIENCE	9-12	4	SEM	72	
WORLD HISTORY	9-12	2	SEM	72	
TOTAL		48			REQUIREMENTS ARE EFFECTIVE BEGINNING WITH THE GRADUATING CLASS OF 87

PROFICIENCY TEST: FLORIDA ADMINISTERS A STATE PROFICIENCY TEST.

CLASS SCHEDULE FROM THE MOST RECENT REPORTING SCHOOL

SUBJECT	COURSE TITLE	SH	COURSE GRADE LEVEL	PARTIAL MARK X OR.	PARTIAL MARK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	CREDIT GRANTED TYPE OF TERM	TERM	YR
LANGUAGE ARTS	LITERATURE	AG	10			B	.5	SEM	FALL	85
MATH	ALG II	AG	10			A	.5	SEM	FALL	85
SCIENCE	BIOLOGY	AG	10			B	.5	SEM	FALL	85

MOST RECENT REPORTING SCHOOL:
RAMON POWER Y GIRALT 10-12
CALLE JOSE T PINERO
DE LAS PIEDRAS
PR 00671-0000
PH: 809-733-2561

CONTACT: TEODORO MALDONADO
PRINCIPAL
PH: 809-733-2561

****NO RECOMMENDED COURSES AVAILABLE****

RECOMMENDED COURSES REPORTING FORM

CONTACT NAME: TITLE: PHONE:

COURSE TITLE	GRADE LEVEL	TERM TYPE	TERM	YEAR	EXPLANATION

SECONDARY CREDIT ACCRUAL

GRADE 10

SUBJECT	COURSE	SH	PARTIAL MARK X	PARTIAL MARK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME	TELEPHONE
ART	ART	AC			A	.5	SEM	FALL	84	CALVERT HIGH	
INDUSTRIAL ARTS	DRAWING	AD					SEM	SPR	85	TITUSVILLE HIGH	305-269-3561
	WOODWORKING	AC			C	2.0	SEM	FALL	84	CALVERT HIGH	
LANGUAGE ARTS	ENGLISH	AD					SEM	SPR	85	TITUSVILLE HIGH	305-269-3561
	LITERATURE	AC	80%	72			SEM	FALL	84	CALVERT HIGH	
MATH	BASIC MATH	AD					SEM	SPR	85	TITUSVILLE HIGH	305-269-3561
	ALG II	AC			D	1	SEM	FALL	84	CALVERT HIGH	
PHYSICAL ED	TEAM SPORTS	AD					SEM	SPR	85	TITUSVILLE HIGH	305-269-3561
SCIENCE	BIOLOGY	AD					SEM	SPR	85	TITUSVILLE HIGH	305-269-3561
	BIOLOGY	AC			B-	1	SEM	FALL	84	CALVERT HIGH	
SOCIAL STUDIES	AM HISTORY	AD					SEM	SPR	85	TITUSVILLE HIGH	305-269-3561
	AM. HISTORY	AC			B+	1	SEM	FALL	84	CALVERT HIGH	

CALVERT HIGH — HUNTSVILLE — TX 77340-0000
TITUSVILLE HIGH — 1850 S WASHINGTON AVENUE — TITUSVILLE — FL 32780-0000

****EDUCATION RECORD CONTINUED NEXT PAGE****

Figure III-1 (cont.)
SAMPLE MSRTS EDUCATIONAL RECORD

0000003 ARRCSR / AR 80F3 00003

DATE 02/26/88 — MIGRANT STUDENT EDUCATIONAL RECORD — PAGE 3 OF 5 — STUDENT ID 76706498 GGK

GRADUATED - FUNDING ELIGIBILITY END 05/30/88

VANDER, GEORGE 76706498 GGK

SECONDARY CREDIT DATA

SECONDARY CREDIT REPORTING FORM

SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	PARTIAL CREDIT WORK: % GRADE	PARTIAL CREDIT WORK: CLOCK HRS IN CLASS	CREDIT GRANTED: FINAL GRADE	CREDIT GRANTED: NO. OF TERMS	CREDIT GRANTED: CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR

INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL

SCHOOL — CITY — STATE — YEAR OF GRADUATION

EDUCATIONAL SKILLS

(STATEMENTS MAY APPEAR FROM THE ORIGINAL OR THE 1987 EDITION OF THE READING, MATH, OR ORAL LANGUAGE SKILLS LIST)

MATH SKILLS

MATH SKILLS MASTERED (MOST RECENTLY REPORTED)

CODE	SUBTOPIC OR SKILL		MASTERY DATE	SH
00231	A COLOR	MATCHES OBJECTS OF THE SAME COLOR	04/01/87	AL
06231	OBJECTS OF DIFFERENT HEIGHTS	TELLS HEIGHT DIFFERENCES	04/01/87	AL
08031	A NUMBER WITH AN EXPONENT	NAMES AND IDENTIFIES THE EXPONENT AND BASE	04/01/87	AL

CODE	MASTERY DATE

MATH SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL		SH	DATE REPORTED
35401	A DECIMAL FRACTION	IDENTIFIES THE VALUE OF THE DECIMAL FRACTION ROUNDED TO THE NEAREST HUNDREDTH, TENTH, ETC	AL	04/18/87
48602	THE DIMENSIONS OF A RIGHT TRIANGLE	COMPUTES THE AREA OF THE TRIANGLE	AL	04/18/87
83102	A SPRING SCALE AND AN OBJECT TO BE WEIGHED	IDENTIFIES THE WEIGHT (MASS) IN POUNDS	AL	04/18/87

CODE

READING SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	INSTR LEVEL	SH	DATE REPORTED
01031	DEMONSTRATE PROFICIENCY IN FINE MOTOR CONTROL.(COLORING, CUTTING, TRACING...)	0S	AL	04/21/87
14031	IDENTIFY THE FINAL CONSONANTS IN A WORD.	0S	AL	04/21/87
24000	SHORT VOWELS: IDENTIFY SHORT A, E, I, O AND U IN WORDS.	0S	AL	04/21/87
03101	PONGA LAS FORMAS SOBRE UN TABLERO, ROMPECABEZAS DE 2 A 4 PIEZAS.	06-1	AL	09/08/87
	READS IN : SPANISH			
	PUBLISHER: GINN AND CO - READING ; MOUNTAINS ARE FOR CLIMBING PP 98-105			09/08/87

CODE	INSTR LEVEL

READS IN : PUBLISHER:

*****EDUCATIONAL SKILLS CONTINUED NEXT PAGE*****

Figure III-1 (cont.)
SAMPLE MSRTS EDUCATIONAL RECORD

0000004 ARBBBB / AR BBFS 00004

DATE 02/26/88 — MIGRANT STUDENT EDUCATIONAL RECORD — PAGE 4 OF 5 — STUDENT ID 767064998 GGK

GRADUATED - FUNDING ELIGIBILITY ENDED 05/30/88

VANDER, GEORGE 767064998 GGK

EDUCATIONAL SKILLS

(STATEMENTS MAY APPEAR FROM THE ORIGINAL OR THE 1987 EDITION OF THE READING, MATH, OR ORAL LANGUAGE SKILLS LIST)

ORAL LANGUAGE SKILLS UNDER STUDY

CODE	LANG	SUBTOPIC OR SKILL	SH	DATE REPORTED
16000	ENGL	INFERENCE: REASON OR EXTEND MEANING AFTER LISTENING.	AL	09/08/87
12001	ENGL	LISTEN TO AND RELATE THE CAUSE/EFFECT OF AN EVENT FROM A SENTENCE.	AL	04/21/87
12002	ENGL	LISTEN TO AND RELATE THE CAUSE/EFFECT OF AN EVENT FROM A PARAGRAPH.	AL	04/21/87
14000	SPAN	COMPARACION / CONTRASTE	AK	04/10/87
20000	SPAN	HECHO / OPINION / FANTASIA	AK	04/09/87
		LANGUAGE PROFICIENCY LEVEL IS - III, AS DETERMINED BY A TEST GIVEN ON 09/02/87		

CODE	LANG	
		LANGUAGE PROFICIENCY LEVEL IS - , AS DETERMINED BY A TEST GIVEN ON

EARLY CHILDHOOD SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	SH	DATE REPORTED
CV12	LOOKS FOR FAMILIAR OBJECT	AL	04/21/87
CV24	SELECTS SIMPLE IDENTICAL PICTURES	AL	04/21/87
CV27	PUTS TOGETHER TWO- TO SIX-PIECE PUZZLE	AL	04/21/87

CODE	

SUPPORTIVE DATA

CURRENT SUPPLEMENTAL PROGRAMS

NAME	*	N F	CODE	DATE START	DATE END	HRS CUR	SH
ESOL		Y	1	09/01/87		30	AJ
PUPIL TRANSPORTATION		N	27	09/01/87			AJ

PREVIOUS SUPPLEMENTAL PROGRAMS

NAME	*	N F	CODE	DATE START	DATE END	HOURS LAST	HOURS CUM	SH
TUTORIAL MATH		Y	1	09/20/86	12/21/86	35	60	AJ
PUPIL TRANSPORTATION			27	09/20/86				AJ

* - 'Y' = SERVICES PAID FOR PARTIALLY OR TOTALLY BY MIGRANT EDUCATION FUNDS, 'N' = NOT FUNDED, ' ' = NOT REPORTED

LANGUAGE(S) FOR INSTRUCTION

LANGUAGE	ASSESSMENT DATES FORMAL	ASSESSMENT DATES INFORMAL	SH
SPANISH	09/10/87		AL

SPECIAL TALENT

DATE	NAME	SH
09/15/87	OIL PAINTING	AL

TEST DATA

NAME	CODE	FORM	LVL	SCORE	T	DATE ADMIN.	N	SH
CTBS - ARITHMETIC	00102	S	1	123	R	10/08/84		AC
STANFORD ACHEIVEMENT TEST--SA	00200	1A	2C	9.7	G	12/05/84		AC
CTBS - READING	00101	S	M	108,-123,+100	C	02/15/85		AC
MAT6 -TOTAL READING	07104			53.7	N	09/30/86		AJ
MAT6 TOTAL MATHEMATICS	07108			42.3	N	09/30/86		AJ

SPECIAL EDUCATION CONTACT DATA

CONTACT:
JOHN SMITH
CARVER HIGH SCHOOL
303 MADISON STREET
UMATILLA
FL 32784-0000
PH: 904-669-5161 (09/10/87)

FOLLOW-UP CODES:

VARIABLE	COND1	COND2
CONDITION	40	80
IEP AVAILABILITY	02	02
SPEC ED SERVICES	02	02
RELATED SERVICES	10	20

Figure III-1 (cont.)
SAMPLE MSRTS EDUCATIONAL RECORD

0000005 ARDRRB / AR UDFS 00001

DATE 02/26/88 — M I G R A N T S T U D E N T TEXAS EDUCATIONAL ASSESSMENT MINIMUM SKILLS — PAGE 5 OF 5 — STUDENT ID 76706498 GGK

GR LV	ADMIN DATE	TEST SECTION	MASTERY	LANG	OBJ #	OBJECTIVES NOT MASTERED DESCRIPTION	SH
01	02/28/86	READING	NO	SPANISH			AK
09	02/08/87	MATH	YES	ENGLISH	03	DECIMALS (X,/)	AK
					05	WORD PROBLEMS (RATIO, PROPORTION, PERCENT)	
					08	AREA OF RECTANGLES, TRIANGLES	
					10	CHARTS, GRAPHS	
09	10/10/87	WRITING	YES	ENGLISH	01	CAPITALIZATION	AK
					02	PUNCTUATION	
					03	SPELLING	
					04	CORRECT ENGLISH USAGE	
					05	SENTENCE STRUCTURE	
					06	PROOFREADING	
11	10/01/85	LANGUAGE ART	YES	ENGLISH	02	CONTEXT CLUES	AK
					06	DRAWING CONCLUSIONS	
					12	PUNCTUATION	
11	03/01/87	LANGUAGE ART	NO	ENGLISH			AK

GRADUATED - FUNDING ELIGIBILITY ENDED 05/30/88

VANDER, GEORGE 76706498 GGK

Figure III-2
SAMPLE MSRTS HEALTH RECORD

0000009 ARCBRB / AR BRFB 00004

DATE 02/26/88

MIGRANT STUDENT HEALTH RECORD

PAGE 1 OF 3 STUDENT ID 76706490 GGK

BIRTH DATA

SEX = M
DOB = 07/16/68
VER = B
AGE = 19
RACE = B

PLACE OF BIRTH

SITE : EKING HOSPITAL
ADDRESS:
CITY : HOUSTON
ST/ZIP : TX
COUNTY : HOUSTON
COUNTRY:

LEGAL PARENTS

VANDER, MARTIN
VANDER, MARY

CURRENT PARENTS

HOME BASE

117 N PINE STREET
APOPKA
FL 32703-0000

CURRENT RESIDENCE

ROUTE 2 BOX 70
BALD KNOB
AR 72010-0000

RECENT HEALTH PROVIDERS

ID: ARBBFK DATE: 10/07/87
MARGARET K JONES
MIGRANT NURSE
ROUTE 3 BOX 33
103 WEST PARK
BALD KNOB
AR 72010-0000
PH: 501-724-3361

ID: ARBBFS DATE: 03/19/86
MIGRANT STUDENT RECORD TRANS
DIRECTOR'S OFFICE - MSRTS
ARCH FORD EDUCATION BLDG
LITTLE ROCK
AR 72201-0000
PH: 501-371-1857

ID: FLBGKY DATE: 07/09/85
UMATILLA HIGH
TROWELL AVENUE
UMATILLA
FL 32784-0000
PH: 904-669-3131

CURRENT SCHOOL

ID: FLBGKY ENRL: 09/01/87
UMATILLA HIGH
TROWELL AVENUE
UMATILLA
FL 32784-0000
PH: 904-669-3131

MIGRANT STATUS: 1 GRADE: 12
END OF ELIGIBILITY: 09/01/93

UNRESOLVED HEALTH PROBLEM LIST

ICD GROUP	CONDITION	PROB FREQ	EARLIEST INCIDENCE PROV	ENC #	DATE	LATEST INCIDENCE PROV	ENC #	DATE
	CHRONIC							
345	EPILEPSY	1				OMBRKB	STON	01/29/88
	UNRESOLVED PROBLEM - CONTACT PROVIDER	1				TXCCTZ	1AA	02/15/88
280	IRON DEFICIENCY ANEMIAS	4	TXCCTZ	1DR	03/12/85	FLBGKY	3B	07/09/85
293	TRANSIENT ORG MENTAL DIS	1				ARBBFS	2AA	03/19/86
	ACUTE							
000	UNSPECIFIED HEALTH PROB	1				TXCCTZ	000001	09/11/84
377	DISORDERS OF OPTIC NERVE	1				ARBBFS	1AA	03/19/86

PATIENT HISTORY

V10 PERSONAL HISTORY OF MALIGNANT NEOPLASM
10/10/85 ENC - 120 - REPORTED BY ARBBFS
ICD - V10 - PERSONAL HISTORY OF MALIGNANT NEOPLASM
OUTCOME - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION

10/02/87 ENC - 123456 - REPORTED BY ARBBFK
ICD - V10 - PERSONAL HISTORY OF MALIGNANT NEOPLASM
OUTCOME - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION

V12 PERSONAL HISTORY OF CERTAIN OTHER DISEASES
07/09/85 ENC - 3B - REPORTED BY FLBGKY
ICD - V12.01 - MEASLES
OUTCOME - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION
ICD - V12.03 - MUMPS
OUTCOME - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION

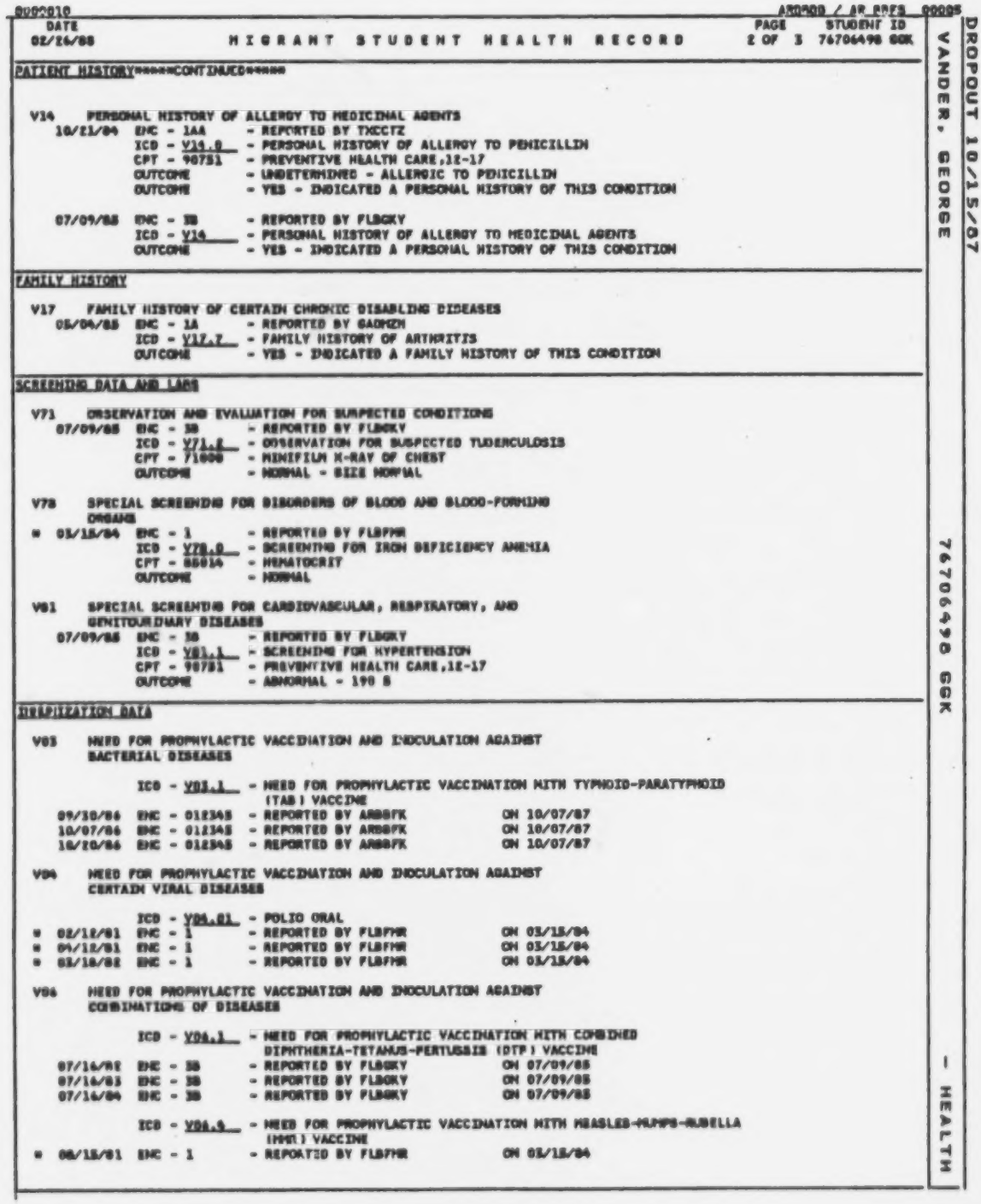
10/10/85 ENC - 120 - REPORTED BY ARBBFS
ICD - V12.05 - WHOOPING COUGH
OUTCOME - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION

V13 PERSONAL HISTORY OF OTHER DISEASES
10/10/85 ENC - 120 - REPORTED BY ARBBFS
ICD - V13.0 - PERSONAL HISTORY OF DISORDERS OF URINARY SYSTEM
OUTCOME - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION

PATIENT HISTORY CONTINUED NEXT PAGE

VANDER, GEORGE 76706490 GGK - HEALTH

Figure III-2 (cont.)
SAMPLE MSRTS HEALTH RECORD



0002010 ARCOOD / AR RRFS 00005

DATE 02/26/88 — MIGRANT STUDENT HEALTH RECORD — PAGE 2 OF 3 — STUDENT ID 76706498 GGK

VANDER, GEORGE 76706498 GGK — DROPOUT 10/15/87 — HEALTH

PATIENT HISTORY*****CONTINUED*****

V14 PERSONAL HISTORY OF ALLERGY TO MEDICINAL AGENTS
- 10/21/84 ENC - 1AA - REPORTED BY TXCCTZ
  - ICD - V14.0 - PERSONAL HISTORY OF ALLERGY TO PENICILLIN
  - CPT - 90781 - PREVENTIVE HEALTH CARE,1Z-17
  - OUTCOME - UNDETERMINED - ALLERGIC TO PENICILLIN
  - OUTCOME - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION
- 07/09/85 ENC - 3B - REPORTED BY FLBGKY
  - ICD - V14 - PERSONAL HISTORY OF ALLERGY TO MEDICINAL AGENTS
  - OUTCOME - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION

FAMILY HISTORY

V17 FAMILY HISTORY OF CERTAIN CHRONIC DISABLING DISEASES
- 05/04/85 ENC - 1A - REPORTED BY GADMZN
  - ICD - V17.7 - FAMILY HISTORY OF ARTHRITIS
  - OUTCOME - YES - INDICATED A FAMILY HISTORY OF THIS CONDITION

SCREENING DATA AND LABS

V71 OBSERVATION AND EVALUATION FOR SUSPECTED CONDITIONS
- 07/09/85 ENC - 3B - REPORTED BY FLBGKY
  - ICD - V71.2 - OBSERVATION FOR SUSPECTED TUBERCULOSIS
  - CPT - 71000 - MINIFILM X-RAY OF CHEST
  - OUTCOME - NORMAL - SIZE NORMAL

V78 SPECIAL SCREENING FOR DISORDERS OF BLOOD AND BLOOD-FORMING ORGANS
- * 03/15/84 ENC - 1 - REPORTED BY FLBFMR
  - ICD - V78.0 - SCREENING FOR IRON DEFICIENCY ANEMIA
  - CPT - 85014 - HEMATOCRIT
  - OUTCOME - NORMAL

V81 SPECIAL SCREENING FOR CARDIOVASCULAR, RESPIRATORY, AND GENITOURINARY DISEASES
- 07/09/85 ENC - 3B - REPORTED BY FLBGKY
  - ICD - V81.1 - SCREENING FOR HYPERTENSION
  - CPT - 90781 - PREVENTIVE HEALTH CARE,1Z-17
  - OUTCOME - ABNORMAL - 190 S

IMMUNIZATION DATA

V03 NEED FOR PROPHYLACTIC VACCINATION AND INOCULATION AGAINST BACTERIAL DISEASES
- ICD - V03.1 - NEED FOR PROPHYLACTIC VACCINATION WITH TYPHOID-PARATYPHOID (TAB) VACCINE
- 09/10/86 ENC - 012345 - REPORTED BY ARBGFK ON 10/07/87
- 10/07/86 ENC - 012345 - REPORTED BY ARBGFK ON 10/07/87
- 10/20/86 ENC - 012345 - REPORTED BY ARBGFK ON 10/07/87

V04 NEED FOR PROPHYLACTIC VACCINATION AND INOCULATION AGAINST CERTAIN VIRAL DISEASES
- ICD - V04.81 - POLIO ORAL
- * 02/12/81 ENC - 1 - REPORTED BY FLBFMR ON 03/15/84
- * 04/12/81 ENC - 1 - REPORTED BY FLBFMR ON 03/15/84
- * 03/10/82 ENC - 1 - REPORTED BY FLBFMR ON 03/15/84

V06 NEED FOR PROPHYLACTIC VACCINATION AND INOCULATION AGAINST COMBINATIONS OF DISEASES
- ICD - V06.1 - NEED FOR PROPHYLACTIC VACCINATION WITH COMBINED DIPHTHERIA-TETANUS-PERTUSSIS (DTP) VACCINE
- 07/14/82 ENC - 3B - REPORTED BY FLBGKY ON 07/09/85
- 07/14/83 ENC - 3B - REPORTED BY FLBGKY ON 07/09/85
- 07/14/84 ENC - 3B - REPORTED BY FLBGKY ON 07/09/85
- ICD - V06.3 - NEED FOR PROPHYLACTIC VACCINATION WITH MEASLES-MUMPS-RUBELLA (MMR) VACCINE
- * 06/15/81 ENC - 1 - REPORTED BY FLBFMR ON 03/15/84

Figure III-2 (cont.)
SAMPLE MSRTS HEALTH RECORD

88888J1 ARBBFS / AR RBFS 00004

DATE 02/26/88 — MIGRANT STUDENT HEALTH RECORD — PAGE 3 OF 3 — STUDENT ID 76706490 GGK

VANDER, GEORGE — DROPOUT 10/15/87 — 76706490 GGK — HEALTH

LISTING OF HEALTH PROBLEMS BY PROBLEM TYPE AND ENCOUNTER DATE

UNRESOLVED CHRONIC

280 IRON DEFICIENCY ANEMIAS

03/12/88	ENC - 1DR	- REPORTED BY TXCCTZ	EN-LINKAGE - 104 121 114	
	ICD - 280	- IRON DEFICIENCY ANEMIAS		
	CPT - 85014	- HEMATOCRIT		
	OUTCOME	- ABNORMAL		
04/21/85	ENC - 11AB	- REPORTED BY GADMIN	EN-LINKAGE - 004	**RESOLVED**
	ICD - 280	- IRON DEFICIENCY ANEMIAS		
	CPT - 85014	- HEMATOCRIT		
	OUTCOME	- NORMAL		
* 06/25/85	ENC - 1A	- REPORTED BY FLBOKY	EN-LINKAGE - 004	
	ICD - 280	- IRON DEFICIENCY ANEMIAS		
	CPT - 85014	- HEMATOCRIT		
	OUTCOME	- ABNORMAL - FOLLOW UP IN 2 WKS		
07/09/85	ENC - 3B	- REPORTED BY FLBOKY	EN-LINKAGE - 004	
	ICD - 280	- IRON DEFICIENCY ANEMIAS		
	CPT - 85014	- HEMATOCRIT		
	OUTCOME	- NORMAL		

000 UNSPECIFIED HEALTH PROBLEM

03/19/86	ENC - 2AA	- REPORTED BY ARBBFS	EN-LINKAGE - 108 128 109	
	ICD - 000	- UNSPECIFIED HEALTH PROBLEM		
	CPT - 92507	- SPEECH/HEARING THERAPY		
	OUTCOME	- ABNORMAL		

XXX SUPPRESSED BY STATE OPTION - CONTACT PROVIDER/REPORTER

02/15/85	ENC - 1AA	- REPORTED BY TXCCTZ	EN-LINKAGE - 005 107 128	

345 EPILEPSY

* 01/29/85	ENC - STOH	- REPORTED BY OHBRKD	EN-LINKAGE - 104 107 110	
	ICD - 345	- EPILEPSY		
	CPT - 90751	- PREVENTIVE HEALTH CARE,12-17		
	OUTCOME	- ABNORMAL - NEEDS MEDICATION DAILY		

UNRESOLVED ACUTE

000 UNSPECIFIED HEALTH PROBLEM

09/11/84	ENC - 000001	- REPORTED BY TXCCTZ	EN-LINKAGE - 099 102 125	
	ICD - 000	- UNSPECIFIED HEALTH PROBLEM		
	CPT - 90783	- PREVENTIVE HEALTH CARE, 1-4		

377 DISORDERS OF OPTIC NERVE AND VISUAL PATHWAYS

* 03/19/84	ENC - 1AA	- REPORTED BY ARBBFS	EN-LINKAGE - 118 124 131	
	ICD - 377.1	- OPTIC ATROPHY		
	CPT - 92020	- SPECIAL EYE EVALUATION		
	OUTCOME	- ABNORMAL - SEVERE EYE DAMAGE		

RESOLVED

034 STREPTOCOCCAL SORE THROAT AND SCARLET FEVER

05/25/84	ENC - 2A	- REPORTED BY FLBFMR	EN-LINKAGE - 111 123 130	
	ICD - 034.0	- STREPTOCOCCAL SORE THROAT		
	CPT - 87060	- NOSE/THROAT CULTURE,BACTERIA		
	OUTCOME	- ABNORMAL - FOLLOW UP VISIT IN 2 WKS		
* 06/09/85	ENC - 1ABC	- REPORTED BY ARBBFS	EN-LINKAGE - 001	**RESOLVED**
	ICD - 034.0	- STREPTOCOCCAL SORE THROAT		
	CPT - 87060	- NOSE/THROAT CULTURE,BACTERIA		
	OUTCOME	- NORMAL		

* - SERVICES PAID FOR PARTIALLY OR TOTALLY BY MIGRANT EDUCATION FUNDS

Part 3: Operation of the MSRTS

The flow chart on **Figure III-3** illustrates a typical cycle in which information on a migrant child is reported to the MSRTS data bank and how MSRTS records are received by the enrolling school. Health and academic information reported by the migrant program staff in schools serving migrant children is stored in a computer data bank which is located in Little Rock, Arkansas. Computer terminals all over the country are used for sending and receiving this information to and from the data bank. These terminals are the link between the schools, migrant program staff, and the data bank. The number of terminals and locations varies from state to state and is usually dependent upon the size of the migrant population and geographic constraints of each state.

Each state has a certain degree of control over the amount and type of information that it wishes the MSRTS records to reflect. For example, each state determines how many copies of the MSRTS educational and health records it wishes its schools to receive, and when those records are to be automatically mailed to the schools in which migrant students are enrolled. States also can request that certain types and amounts of information be automatically printed on or suppressed from its migrant students' records. Any terminal site can inquire as to the content of any given student's records, and can request copies of those records for the interested schools.

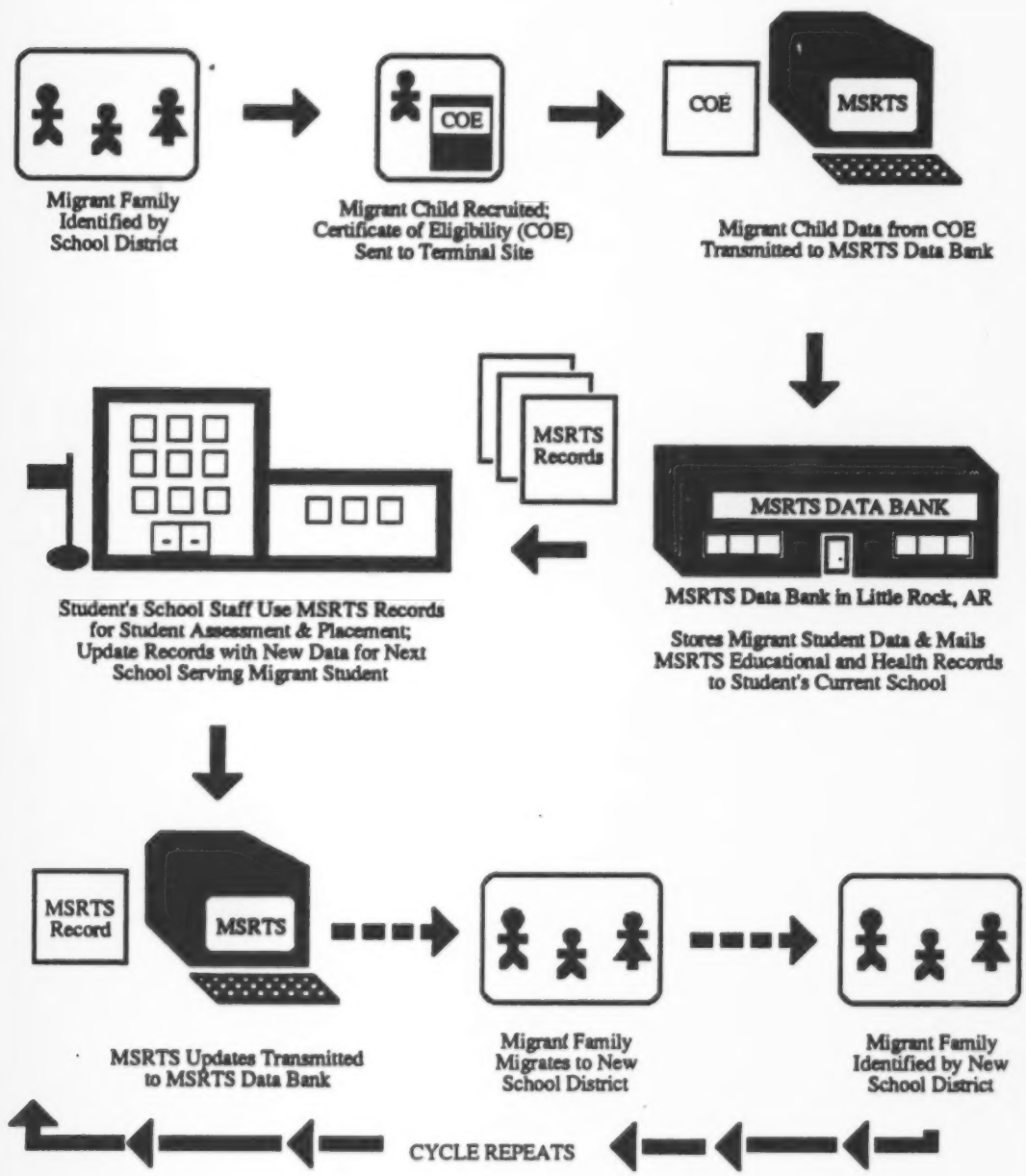
Every state also has access to a number of management reports produced by the MSRTS to enable its staff to monitor various elements of its migrant program operation, including the degree to which the MSRTS is implemented. States may also request the development of management reports to meet their unique needs in migrant program planning, implementation, and evaluation.

Flexibility with consistency and continuity are inherent in this system. Participation and involvement at all levels (local, regional, and state) are necessary for the MSRTS to continue to reflect the changing needs of migrant students and practitioners serving them.

Figure III-3

THE MIGRANT STUDENT RECORD TRANSFER SYSTEM

Process for Activating and Updating MSRTS Records


Migrant Family Identified by School District
COE
Migrant Child Recruited; Certificate of Eligibility (COE) Sent to Terminal Site
COE
MSRTS
Migrant Child Data from COE Transmitted to MSRTS Data Bank
MSRTS DATA BANK
MSRTS Data Bank in Little Rock, AR
Stores Migrant Student Data & Mails MSRTS Educational and Health Records to Student's Current School
MSRTS Records
Student's School Staff Use MSRTS Records for Student Assessment & Placement; Update Records with New Data for Next School Serving Migrant Student
MSRTS Record
MSRTS
MSRTS Updates Transmitted to MSRTS Data Bank
Migrant Family Migrates to New School District
Migrant Family Identified by New School District
CYCLE REPEATS

Part 4: Receipt of MSRTS Educational Records

The MSRTS data bank staff have long recognized the need for schools to have placement information as soon as the students arrive at the school. A number of options for obtaining MSRTS Educational Records (or merely inquiring about the data) are available to registrars, counselors, and other school staff serving migrant students.

MSRTS Terminal Center

One option for getting access to MSRTS data is through calling the toll-free number (**1-800-643-8258**) for the MSRTS terminal center in Little Rock. School staff requesting information on migrant students can implement the "Inquiry and Request Process" described below.

In order to make use of this process, the requester must first be authorized to have access to the MSRTS data bank. That is, each individual must be assigned a six-character identifying code assigned and recognized by the computer. The individual's job responsibility will determine whether they are assigned a "Provider ID", "Reporter ID", or "User ID". (This process is necessary to maintain data security and to comply with federal privacy laws regarding access to student records.) Migrant program staff are routinely assigned Provider, Reporter, and User ID's. However, in order for a non-migrant program person to be assigned such an identification code, written authorization to that effect from the State Director of Migrant Education must be on file at the MSRTS data bank.

In calling the terminal center, the requester must also be aware of the "Facility ID" (which is a six-character code assigned to the school plant and recognized by the computer) and that facility's name and telephone number. The center's data entry specialist verifies with the computer the Facility ID and facility name provided by the requester before proceeding further.

Because a unique "Student ID" (an eleven-character code) is assigned to each migrant student in the MSRTS data base, it is also helpful to provide that code to the data entry specialist to expedite the accessing of student data. If the requester does not know the MSRTS Student ID, a minimum amount of student data must be provided to the specialist

before the records can be accessed: last name, first name, middle initial, sex, date of birth, and legal parents' first names.

MSRTS Educational and Health Records can be mailed to authorized requesters, if desired. Or, student information can be quickly conveyed to the requester over the telephone by the data entry specialist. The MSRTS terminal center can be contacted between the hours of 7:00 a.m. and 5:30 p.m. (Central Standard Time), Monday through Friday.

State Terminal Centers

Procedures similar to those described above can also be employed within a state if school personnel need information quickly on a migrant student. State and/or local policies usually dictate that specific procedures be used to obtain records or make an inquiry. To determine what procedures should be followed, it is recommended that the director for the state's migrant program be contacted through that state's department of education.

Some sending states routinely request that MSRTS records be automatically provided to schools at the beginning of the school year (in advance of students' arrival) for those migrant students who, since their last enrollment in the school, had enrolled in schools elsewhere. These migrant students' records could reflect new and pertinent information (e.g., summer school coursework) which would be valuable to registrars and counselors working with the students when they return at the beginning of the school year. By the same token, receiving states can request records for secondary students they served the year before to help secondary program directors plan for summer programs. Some schools with heavy migrant student impact periods may have terminals at the school site itself to facilitate the inquiry and records request process for registrars and counselors.

In most states, records are routinely received by schools as a result of MSRTS "enrollment" transactions which are processed by the terminal center. As soon as a Certificate of Eligibility (COE) has been completed by a Migrant program recruiter or other trained interviewer, student data from the COE are entered into the MSRTS data bank. Records are automatically printed and mailed the following day to the school in which the migrant student is currently enrolled. Once the records are received, they are distributed according to state or local policies.

Theoretically, these records should immediately be made available to the school staff serving the migrant students. Often, if the school operates a migrant program, the migrant instructional and record keeping staff will use and be responsible for the maintenance of the Educational Record. The Health Record is typically routed to migrant health personnel or school nurses. Secondary level registrars, guidance counselors, and teachers, should routinely be recipients of the Educational Records on a timely basis to use them in facilitating course placement and communication with other schools in which the student has enrolled.

Timeliness in processing MSRTS data is a critical issue and a continuing challenge confronted by the Migrant Education Program. The more "stops" the data must make during its processing route, the more time it takes for the records to ultimately be received by the schools serving the students. Timely receipt of Secondary Credit Data, regardless of the method employed, is tremendously important to the migrant students and the registrars and counselors serving these students.

Naturally, staff using these records would benefit from regularly scheduled training to interpret and use the information to its best advantage and to keep abreast of significant changes in the MSRTS which may affect their roles with the migrant student.

Section B

Interpreting and Using the MSRTS Educational Record for Migrant Secondary Students

The content of an MSRTS Educational Record varies, depending upon whether a migrant child is of preschool age, enrolled at the elementary level (kindergarten through 6th grade), or is enrolled at the secondary level (7th through 12th grades). However, certain elements are included in records for all students, regardless of their age or grade level. The inclusion of the Secondary Credit Data section is the element which distinguishes the MSRTS Educational Records for secondary students from that of non-secondary migrant students.

The purpose of this section is to provide some guidelines for interpreting and using the MSRTS Educational Record for migrant secondary students. The following information can be found on the MSRTS Educational Record for secondary migrant students:

- Student's name and birthdate
- Grade level in which the student was enrolled at last reporting school
- Whether the student participated in the Free Lunch program
- Whether the student has health problems that might affect school performance
- Whether the student can be instructed in English
- Whether the student has graduated, dropped out of school, earned a GED, assumed a non-migrant status, or died
- Standardized and competency test scores
- Whether the student has participated in a Special Education or supplemental program
- Academic skills mastered or under study by the student
- Student's attendance in other schools and school contact data
- Student's migration patterns

- Student's special talents
- School from which the student intends to graduate
- Course requirements of school from which the student intends to graduate or homebase state requirements
- Courses in which the student was enrolled, with partial/full credits earned
- Who can be contacted for more information
- Whether a competency test is required for graduation by the state in which the student will graduate

The flow chart in **Figure III-4** illustrates the types of information available from the MSRTS secondary record and the staff (counselor, registrar, teacher, and migrant records clerk) for whom it would be most useful. Once the MSRTS records arrive at the school in which the student is enrolled, they are distributed to supplemental and regular classroom teachers, counselors or registrars, and to the migrant records clerk if the district has a migrant program.

Each section of the MSRTS Educational Record has specific elements which are particularly useful to those with the responsibility of placing migrant students in appropriate courses, and for assessing records to identify coursework for which official credit will be granted. It also contains information that may give teachers and aides a valuable perspective on individual migrant student's instructional needs and experiences.

The sample MSRTS Educational Record for a fictitious migrant secondary student in **Figure III-5** is a five-page record. The number of each page of the record appears on the upper-right hand corner of the record (e. g., Page 1 of 5). The record is divided into four basic parts, found on the pages indicated below:

- Part 1: Student Data (page 1)
- Part 2: Educational Skills (pages 3-4)
- Part 3: Secondary Credit Data (pages 1-3)
- Part 4: Supportive Data (pages 4-5)

Figure III-4
SCHOOL STAFF USE OF MSRTS SECONDARY CREDIT DATA

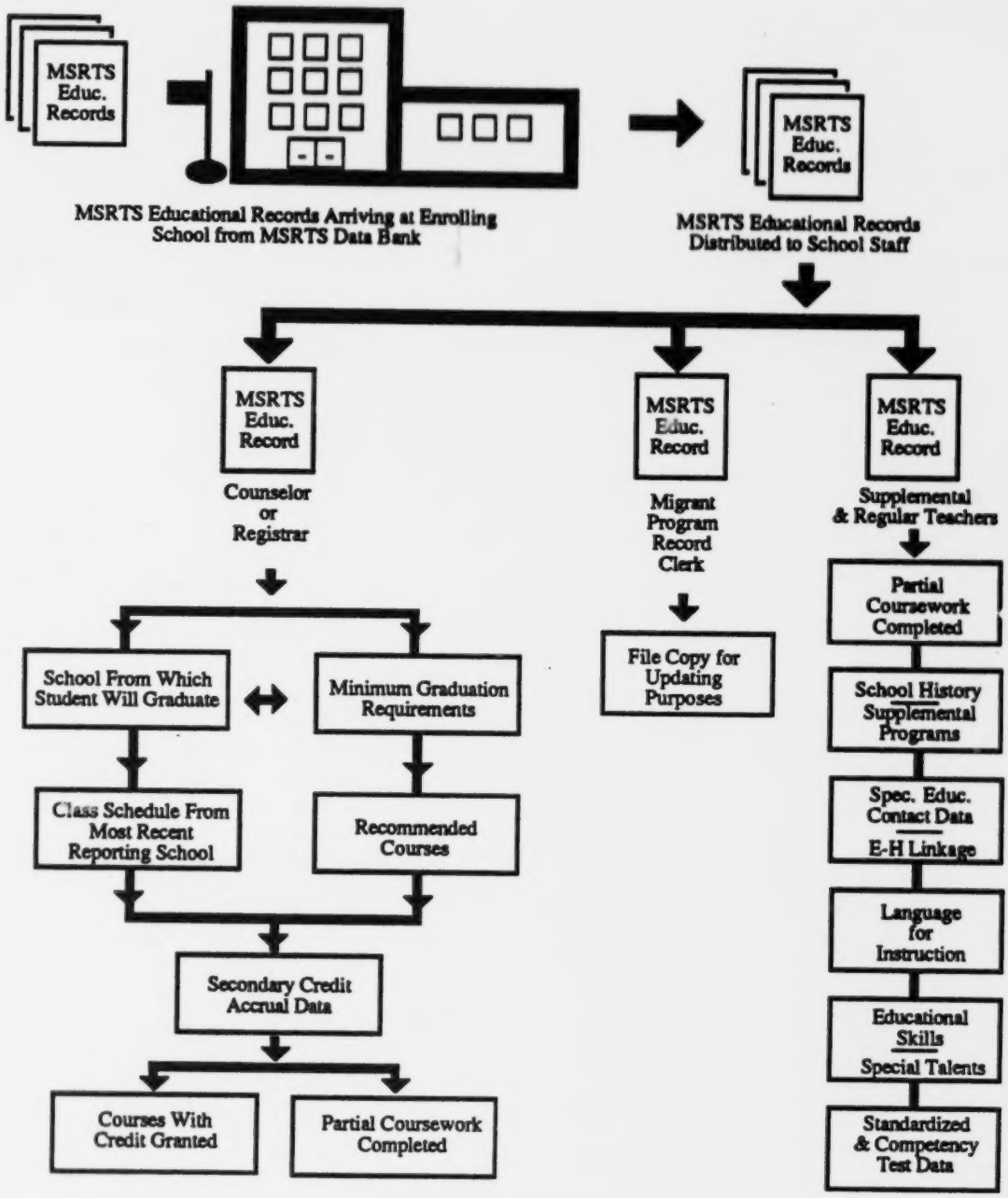


Figure III-5
SAMPLE MSRTS EDUCATIONAL RECORD - SECONDARY STUDENT

0000001 SEE E-H LINKAGES — MA BVPH 00001

DATE 03/15/88 — PAGE 1 OF 5 — STUDENT ID 01917913 QJH

M I G R A N T S T U D E N T E D U C A T I O N A L R E C O R D

CANTU, MARIA D

01917913 QJH

BIRTH DATA
SEX = F
DOB = 08/08/69
VER = B
AGE = 18
RACE = 4

PLACE OF BIRTH (1)
SITE :
ADDRESS:
CITY : PASCO
ST/ZIP : WA 99301-0000
COUNTY : FRANKLIN
COUNTRY:

TERMINATION
TYPE:
DATE:
F.L.Q.:
DATE:
SCHOOL:

PARENT DATA
LEGAL PARENTS:
CANTU, DOMINGO
CANTU, PILAR
CURRENT PARENTS:
CANTU, DOMINGO
CANTU, PILAR

HOME BASE
1110 SOUTH 6TH ST.
MERCEDES
TX 78570-0000

CURRENT RESIDENCE
120 WEST ISABEL ST.
PASCO
WA 99991-0000

LAST QUALIFYING MOVE: 03/15/87 END OF ELIGIBILITY: 03/15/93
MOVED FROM: MERCEDES, TX,
MOVED TO: PASCO, WA

SCHOOL HISTORY DATA

CURR SCHL: PASCO HI SCH — SCHL ID: WABVPH
HLTH RECORD ADDRESSEE: RECORDS CLERK

PREV SCHL: SEC SUMMER SCHOOL (2) — SCHL ID: WAFMJH (SHICE)
1004 N 16TH
PASCO
WA 99301-0000 PH: 509-545-4265

SH	SCHL ID ST	SCHL	DATE RES.	DATE ENROLL	DATE WITHDR	DAYS ENR	DAYS PRS	DAYS X	GR LV	M S	E T
CA	WA	FMJH	04/05/86	06/23/86	07/31/86				11	1	S
CB	WA	BVPH	04/05/86	09/08/86	10/06/86	21	19	90	12	1	
CC	TX	BTLF	10/11/86	10/13/86	03/11/87	97	93	95	12	1	
CD	WA	MYHX	03/15/87	04/06/87	06/10/87	46	44	95	12	1	
CE	WA	FMJH	03/15/87	06/23/87	07/22/87	19	19	100	12	1	S
CF	WA	BVPH	03/15/87	09/07/87					12	1	

EDUCATION-HEALTH LINKAGE

E-H #	MESSAGE:	CONTACT:
10	CONSULT MEDICAL PERSONNEL AND FAMILY REGARDING MEDICATIONS, PHYSICAL LIMITATIONS, AND BATHROOM PRIVILEGES. (3)	PASCO HI SCH HENRY & AURELIA S PASCO WA 99301-0000 PH: 509-545-4265

S E C O N D A R Y C R E D I T D A T A

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL
FOR PROJECTED GRADUATION IN 1987

TXBTLF MESLACO HIGH SCHOOL — BOX 266 — MESLACO,TX 78596-0000

CONTACT: LUZETTE VICKERS, COUNSELOR — PH: 512-968-1515

(5)

REQUIRED SUBJECTS	GRADES TAUGHT	NO. TERMS REQ D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPLANATION
ELECTIVES	9-12	14	SEM	60	PLAN 1 - ACADEMIC REQUIRES 8 SEMESTERS.
ENGLISH	9-12	6	SEM	60	PLAN 1 - ACADEMIC REQUIRES 2 ADDITIONAL SEMESTERS.
FOREIGN LANGUAG	9-12	1	SEM	60	PLAN 1 - ACADEMIC REQUIRES 4 SEMESTERS OF THE SAME LANGUAGE.
GOVERNMENT	12-12	2	SEM	60	AM. GOVERNMENT AND ECONOMICS
HEALTH	9-9	1	SEM	60	
HISTORY	9-11	4	SEM	60	U.S. HISTORY AND WORLD HISTORY
MATH	9-12	4	SEM	60	PLAN 1 - ACADEMIC REQUIRES 2 ADDITIONAL SEMESTERS.
PHYSICAL ED	9-12	3	SEM	60	ATHLETICS MAY COUNT AS P.E.
SCIENCE	9-12	4	SEM	60	
SPEECH	9-12	1	SEM	60	PLAN 1 - ACADEMIC DOES NOT REQUIRE SPEECH.
TOTAL		40			REQUIREMENTS ARE EFFECTIVE BEGINNING WITH THE GRADUATING CLASS OF 83

PROFICIENCY TEST: TEXAS ADMINISTERS A STATE PROFICIENCY TEST.
MESLACO HIGH SCHOOL ADMINISTERS A SCHOOL/DISTRICT PROFICIENCY TEST.

(6)

CLASS SCHEDULE FROM THE MOST RECENT REPORTING SCHOOL

SUBJECT	COURSE TITLE	SH	COURSE GRADE LEVEL	PARTIAL WORK X GR.	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR
ART	SCULPTING	CE	12	70%	15			SEM	SUMR	87
HEALTH	NUTRITION	CE	12	78%	13			SEM	SUMR	87
SCIENCE	CHEMISTRY	CE	12	71%	20			SEM	SUMR	87

MOST RECENT REPORTING SCHOOL:
SEC SUMMER SCHOOL
1004 N 16TH
PASCO
WA 99301-0000
PH: 509-545-4265

CONTACT: NON REPORTED

Figure III-5 (cont.)

SAMPLE MSRTS EDUCATIONAL RECORD - SECONDARY STUDENT

0000002 MA BVPH 00002

DATE 03/16/88 — MIGRANT STUDENT EDUCATIONAL RECORD — PAGE 2 OF 5 — STUDENT ID 01917913 QJM

CANTU, MARIA D

01917913 QJM

SECONDARY CREDIT DATA

(7) RECOMMENDED COURSES

NAMYMX PASCO NIGHT SCHOOL 1004 N 16TH PASCO,WA 99301-0000 PH: 509 545 4265
SH LINE ID: CD
CONTACT NAME: JUANITA JOHNSON TITLE: FED.PROJ. DIR. PHONE: 509-545-4265

COURSE TITLE	GRADE LEVEL	TERM TYPE	TERM	YEAR	EXPLANATION
SCIENCE	10	SEM	FALL	87	
SCIENCE	11	SEM	FALL	87	

(8)

(9) SECONDARY CREDIT ACCRUAL

GRADE 9

SUBJECT	COURSE	SH	PARTIAL WORK %	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME	TELEPHONE
ENGLISH	ENG II	BV			P	1	SEM	SUMR	85	PASCO HI SCH	509-545-4265
	ENGLISH I-AA	BV			84	1	SEM	SPR	84	MESLACO HIGH SCHOOL	
	ENGLISH I-AA	BS			78	1	SEM	FALL	83	MESLACO HIGH SCHOOL	
FOREIGN LANG	SPANISH LEVEL	BV			87	1	SEM	SPR	84	MESLACO HIGH SCHOOL	
	SPANISH LVL II	BS			86	1	SEM	FALL	83	MESLACO HIGH SCHOOL	
HISTORY	US HIST	BV			P	1	SEM	SUMR	85	PASCO HI SCH	509-545-4265
	PASS US HIST B	BT			INC	0	SEM	SPR	84	PASCO NIGHT SCHOOL	509-545-4265
	AMER HIST A	BS			93	1	SEM	FALL	83	MESLACO HIGH SCHOOL	
	AMER HIST A	BS	84%	49			SEM	SPR	84	MESLACO HIGH SCHOOL	
	U S HISTORY	BS	75%	40			SEM	SPR	84	MESLACO HIGH SCHOOL	
MATH	PASS MATH GEN B	BT			INC	0	SEM	SPR	84	PASCO NIGHT SCHOOL	509-545-4265
	ALGEBRA I	BS			72	1	SEM	FALL	83	MESLACO HIGH SCHOOL	
	ALGEBRA I	BS	73%	49			SEM	SPR	84	MESLACO HIGH SCHOOL	
PHYSICAL ED	GIRLS TRACK	BV			97	1	SEM	SPR	84	MESLACO HIGH SCHOOL	
	GIRLS TRACK	BS			95	1	SEM	FALL	83	MESLACO HIGH SCHOOL	
SCIENCE	BIOLOGY I-A	BV			77	1	SEM	SPR	84	MESLACO HIGH SCHOOL	
	BIOLOGY I-A	BS			83	1	SEM	FALL	83	MESLACO HIGH SCHOOL	

GRADE 10

BUSINESS ED	TYPING	BX			85	1	SEM	SPR	85	MESLACO HIGH SCHOOL	
	TYPING I	BV			84	0	SEM	FALL	84	MESLACO HIGH SCHOOL	
	TYPING 1-2	BU			P	1	SEM	FALL	84	PASCO HI SCH	509-545-4265
ENGLISH	ENGLISH II	BV			N/G	0	SEM	FALL	84	MESLACO HIGH SCHOOL	
	ENGLISH II	BV	75%	40			SEM	SPR	85	MESLACO HIGH SCHOOL	
	ENGLISH II-AA	BV	82%	52			SEM	SPR	85	MESLACO HIGH SCHOOL	
	ENGLISH	BU			C	1	SEM	FALL	84	PASCO HI SCH	509-545-4265
FOREIGN LANG	SPANISH LVL IV	BX			89	1	SEM	SPR	85	MESLACO HIGH SCHOOL	
	SPANISH IV	BV			80	1	SEM	FALL	84	MESLACO HIGH SCHOOL	
	SPANISH 1-4	BU			A	1	SEM	FALL	84	PASCO HI SCH	509-545-4265
HEALTH	HEALTH	BX			95	1	SEM	SPR	85	MESLACO HIGH SCHOOL	
MATH	GEOMETRY	BX			76	1	SEM	SPR	85	MESLACO HIGH SCHOOL	
	GEOMETRY	BV			N/G	0	SEM	FALL	84	MESLACO HIGH SCHOOL	
	ALGEBRA 1-2	BU			P	1	SEM	FALL	84	PASCO HI SCH	509-545-4265
	GEOMETRY	BU			B	1	SEM	FALL	84	PASCO HI SCH	509-545-4265
PHYSICAL ED	PHYSICAL ED	BV			N/G	0	SEM	FALL	84	MESLACO HIGH SCHOOL	
	PE	BU			C	1	SEM	FALL	84	PASCO HI SCH	509-545-4265
SCIENCE	CHEMISTRY	BV			N/G	0	SEM	FALL	84	MESLACO HIGH SCHOOL	
	CHEMISTRY I-A	BV	79%	52			SEM	SPR	85	MESLACO HIGH SCHOOL	

GRADE 11

BUSINESS ED	ACCOUNTING	BZ	98%	28			SEM	SPR	86	PASCO NIGHT SCHOOL	509-545-4265
	COMPUTER SCIENC	BZ	98%	28			SEM	SPR	86	PASCO NIGHT SCHOOL	509-545-4265
	ACCOUNTING	BX			85	1	SEM	FALL	85	MESLACO HIGH SCHOOL	
	ACCOUNTING	BX	91%	44			SEM	SPR	86	MESLACO HIGH SCHOOL	
COMPUTER SCI	COMP SCIENCE	BX			84	1	SEM	FALL	85	MESLACO HIGH SCHOOL	
	COMPUTER SCI	BX	82%	44			SEM	SPR	86	MESLACO HIGH SCHOOL	
ENGLISH	ENGLISH III	BZ	98%	28			SEM	SPR	86	PASCO NIGHT SCHOOL	509-545-4265
	ENGLISH III-A	BX			89	1	SEM	FALL	85	MESLACO HIGH SCHOOL	

Figure III-5 (cont.)

SAMPLE MSRTS EDUCATIONAL RECORD - SECONDARY STUDENT

0000003 MA RVPM 00003

DATE 03/18/88 — MIGRANT STUDENT EDUCATIONAL RECORD — PAGE 3 OF 5 — STUDENT ID 01917913 QJM

CANTU, MARIA D

SECONDARY CREDIT DATA

SECONDARY CREDIT ACCRUAL

GRADE 11 ****CONTINUED****

SUBJECT	COURSE	SH	PARTIAL WORK %	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME	TELEPHONE
	ENGLISH III-A	BX	82%	44			SEM	SPR	86	MESLACO HIGH SCHOOL	
HISTORY	WORLD HISTORY	CA			P	1	SEM	SUMR	86	SEC SUMMER SCHOOL	509-545-4265
MATH	ALGEBRA III	CB	80%	19			SEM	FALL	86	PASCO HI SCH	509-545-4265
	ALGEBRA II	BZ	93%	25			SEM	SPR	86	PASCO NIGHT SCHOOL	509-545-4265
	ALGEBRA	BX			80	1	SEM	FALL	85	MESLACO HIGH SCHOOL	
	ALGEBRA II	BX	90%	44			SEM	SPR	86	MESLACO HIGH SCHOOL	
PSYCHOLOGY	PSYCHOLOGY	BX	93%	44			SEM	SPR	86	MESLACO HIGH SCHOOL	
SCIENCE	BIOLOGY	BX			77	1	SEM	FALL	85	MESLACO HIGH SCHOOL	
SOCIAL STUDIES	WORLD HISTORY	BX			78	1	SEM	FALL	85	MESLACO HIGH SCHOOL	
	WORLD HISTORY A	BX	91%	44			SEM	SPR	86	MESLACO HIGH SCHOOL	
GRADE 12											
ENGLISH	LITERATURE	CD	70%	25			SEM	SPR	87	PASCO NIGHT SCHOOL	509-545-4265
	LITERATURE	CC			C+	1	SEM	FALL	86	MESLACO HIGH SCHOOL	
	LITERATURE	CC	75%	13			SEM	SPR	87	MESLACO HIGH SCHOOL	
HISTORY	CMP	CD	80%	25			SEM	SPR	87	PASCO NIGHT SCHOOL	509-545-4265
	CONT WORLD PROB	CC			B	1	SEM	FALL	86	MESLACO HIGH SCHOOL	
	CONT WORLD PROB	CC	80%	13			SEM	SPR	87	MESLACO HIGH SCHOOL	
SPEECH	SPEECH	CD	85%	25			SEM	SPR	87	PASCO NIGHT SCHOOL	509-545-4265
	SPEECH	CC			B+	1	SEM	FALL	86	MESLACO HIGH SCHOOL	
	SPEECH	CC	85%	13			SEM	SPR	87	MESLACO HIGH SCHOOL	

PASCO HI SCH		PASCO	WA 99301-0000
PASCO NIGHT SCHOOL	1004 N 16TH	PASCO	WA 99301-0000
SEC SUMMER SCHOOL		PASCO	WA 99301-0000
MESLACO HIGH SCHOOL		MESLACO	TX 78596-0000

(10)

SECONDARY CREDIT REPORTING FORM

SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	PARTIAL WORK % GRADE	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED FINAL GRADE	CREDIT GRANTED NO. OF TERMS	CREDIT GRANTED CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR

INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL

SCHOOL — CITY — STATE — YEAR OF GRADUATION

EDUCATIONAL SKILLS

(STATEMENTS MAY APPEAR FROM THE ORIGINAL OR THE 1987 EDITION OF THE READING, MATH, OR ORAL LANGUAGE SKILLS LIST)

MATH SKILLS

MATH SKILLS MASTERED (MOST RECENTLY REPORTED)

CODE	SUBTOPIC OR SKILL		MASTERY DATE	SH
58201	PARALLEL AND NON-PARALLEL PLANES	IDENTIFIES PLANES WHICH ARE PARALLEL OR NON-PARALLEL	07/12/87	CE
58802	AN ANGLE	MEASURES WITH A PROTRACTOR AND IDENTIFIES THE SIZE OF THE ANGLE WITHIN 2 DEGREES OF THE CORRECT MEASURE	07/20/87	CE
58832	THE NAME "ACUTE," "OBTUSE," OR RIGHT (90 DEGREE) ANGLE	IDENTIFIES TYPE OF ANGLE.	07/20/87	CE

(4)

01917913 QJM

Figure III-5 (cont.)

SAMPLE MSRTS EDUCATIONAL RECORD - SECONDARY STUDENT

0000004 MA BVPH 00004

DATE 03/18/88 — MIGRANT STUDENT EDUCATIONAL RECORD — PAGE 4 OF 5 — STUDENT ID 01917913 QJM

CANTU, MARIA D

01917913 QJM

EDUCATIONAL SKILLS

.STATEMENTS MAY APPEAR FROM THE ORIGINAL OR THE 1987 EDITION OF THE READING, MATH, OR ORAL LANGUAGE SKILLS LIST)

MATH SKILLS*****CONTINUED*****

MATH SKILLS MASTERED (MOST RECENTLY REPORTED)

CODE	MASTERY DATE

MATH SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL		SH	DATE REPORTED
59232	A GEOMETRIC FIGURE	;IDENTIFIES A REFLECTIONS	CE	12/16/87
59233	A GEOMETRIC FIGURE	;IDENTIFIES A ROTATION	CE	12/16/87
60834	A SET OF DATA	;IDENTIFIES THE RANGE	CE	12/16/87

CODE	

READING SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	INSTR LEVEL	SH	DATE REPORTED
82000	WORD MEANINGS: RECOGNIZE ASSOCIATED CONCEPTS.	11	CB	12/01/87
86200	READING RATE: ADJUST RATE OF READING.	11	CB	12/01/87
90000	CHART/GRAPH/MAP READING: ANALYZE AND TRANSLATE SYMBOLS INTO MEANING.	12	CB	12/01/87

CODE	INSTR LEVEL
READS IN :	PUBLISHER:

(11) SUPPORTIVE DATA (12)

CURRENT SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	DATE END	HRS CUR
BILINGUAL	2	09/07/87		
TUTORIAL SECONDARY	5	09/07/87		
CAREER EDUCATION	8	09/07/87		

PREVIOUS SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	DATE END	HOURS LAST	HOURS CUM	SH
TUTORIAL MATH	3	11/12/84	04/01/85	73	73	BV
TUTORIAL SECONDARY	5	04/14/85	05/10/85	80	80	BM

LANGUAGE(S) FOR INSTRUCTION

LANGUAGE	ASSESSMENT DATES FORMAL	INFORMAL	SH
ENGLISH	10/02/87		CF

(13)

(14)

SPECIAL TALENT

DATE	NAME	SH
10/20/87	TRACK	CF

TEST DATA

NAME	CODE	FORM	LVL	SCORE	T	DATE ADMIN.	M	SH
SAT - MATH TOTAL	00202	A	12	7.8	G	10/28/86	H	CB
CAT - READING COMPREHENSION	00311		12	12	P	11/05/86	H	CB

(15)

SPECIAL EDUCATION CONTACT DATA

CONTACT:

(16)

FOLLOW-UP CODES:

VARIABLE	COND1	COND2
CONDITION		
IEP AVAILABILITY		
SPEC ED SERVICES		
RELATED SERVICES		

Figure III-5 (cont.)

SAMPLE MSRTS EDUCATIONAL RECORD - SECONDARY STUDENT

0054823 TX RGNH 00003

DATE 12/06/87 — MIGRANT STUDENT — TEXAS EDUCATIONAL ASSESSMENT MINIMUM SKILLS — PAGE 5 OF 5 — STUDENT ID ....

CANTU, MARIA D 019179135 QJH

GR LV	ADMIN DATE	TEST SECTION	MASTERY	LANG	OBJECTIVES NOT MASTERED OBJ #	DESCRIPTION	SN
11	10/15/86	LANGUAGE ART	NO	ENGLISH	01	NORD STRUCURE	AP
					11	CAPITALIZATION	
					12	PUNCTUATION	
	(17)				13	SPELLING	
					14	CORRECT ENGLISH USAGE	
					15	SENTENCE STRUCTURE	
					17	PROOFREADING	
					18	ORGANIZATION SKILLS	
11	10/15/86	MATH	YES	ENGLISH	02	ROUNDING OF NUMBERS	AP
					03	EQUIVALENCIES	
					05	FRACTIONS, MIXED NUMBERS (+,-,X)	
					07	INTEGERS (+)	
					12	GEOMETRIC FORMULAS	

The numbers in parentheses in the following text refer to the circled numbers on the corresponding section of the record.

NOTE: **Use of the MSRTS Record as an Official School Document**-The Chief State School Officers from several states have ruled in their states that the MSRTS Educational Record is to be considered an official school document and its use similar to that of records normally exchanged between schools (i. e., transcripts). Other states have not addressed this as a policy issue, and the determination has been left to the discretion of the school district in which the migrant student enrolls. In terms of the migrant student's needs, the MSRTS data can be readily available, through terminal inquiry, to school staff if they wish information immediately upon the student's enrollment in school. Access to this information may prevent duplication of services, placement in the wrong grade or course, or a lack of services that may be required or very necessary. MSRTS records can often arrive before the official school transcript from the previous school.

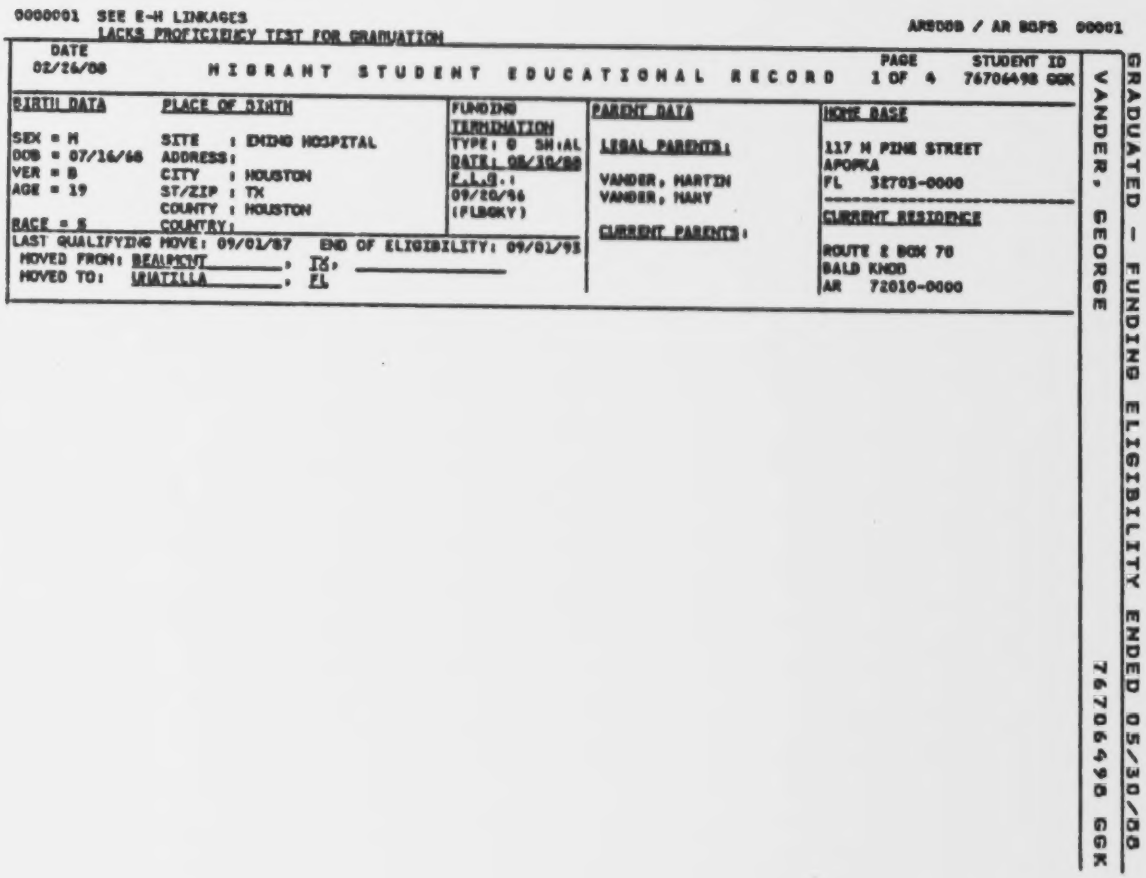
Part 1: Student Data

There are three kinds of information within this section of the MSRTS Educational Record:

- Student Identifying Data (1)
- School History Data (2)
- Education-Health (E-H) Linkage (3)

All of the information included in the Student Data section is designed either to help acquaint the user with the student or to provide baseline data to assist in delivering services.

Student Identifying Data (1)



0000001 SEE E-M LINKAGES
LACKS PROFICIENCY TEST FOR GRADUATION

ARSDSB / AR BGPS 00001

DATE 02/26/88

MIGRANT STUDENT EDUCATIONAL RECORD

PAGE 1 OF 4 STUDENT ID 76706498 GGK

BIRTH DATA
SEX = M
DOB = 07/16/68
VER = B
AGE = 19
RACE = B

PLACE OF BIRTH
SITE : ENDMO HOSPITAL
ADDRESS:
CITY : HOUSTON
ST/ZIP : TX
COUNTY : HOUSTON
COUNTRY:

FUNDING TERMINATION
TYPE: G SHIAL
DATE: 08/30/88
F.L.G.:
09/20/96
(FLBGKY)

PARENT DATA
LEGAL PARENTS:
VANDER, MARTIN
VANDER, MARY
CURRENT PARENTS:

HOME BASE
117 N PINE STREET
APOPKA
FL 32703-0000

CURRENT RESIDENCE
ROUTE 2 BOX 78
BALD KNOB
AR 72010-0000

LAST QUALIFYING MOVE: 09/01/87 END OF ELIGIBILITY: 09/01/93
MOVED FROM: BEALPOINT, TX,
MOVED TO: URATILLA, FL

GRADUATED - FUNDING ELIGIBILITY ENDED 05/30/88
VANDER, GEORGE
76706498 GGK

Student Identifying Data include basic information found in most school records for all students, such as **name** and **birth date**, legal/current **parent names**, and **residence data.** They also reflect some data items which are unique to migrant students: **homebase** (the city and state to which they return most often or consider "home"), the locations to and from which their **last qualifying migratory move** was made, and the student's **end-of-eligibility date.** Included also may be whether the student qualifies for the **Free-Lunch program**, and various **terminations** which may have been reported (indicating that the student has **graduated (G), died (D),** assumed a **non-migrant (N)** status due to parental request, **dropped out (O)** of school, or earned a **GED (E)**).

Various "**margin messages**" include personally identifying data items as well as various "alert" messages. One of the standard items is the MSRTS "**Student ID**" (an eight-digit number and three-letter mnemonic), which is similar to a Social Security number and used to distinguish each migrant student entered into the MSRTS data base. The current enrolling **school code** also appears on all records, as does the **page indicator** (e.g., "Page 1 of 4") and the **print date** of the record at the MSRTS data bank. If a student's MSRTS Health Record reflects an unresolved chronic or acute health problem, an alert message ("**See E-H Linkages**") will appear. Similarly, if the student's Language of Instruction has not been reported within the past year, "**Language for Instruction Needs Updating**" will print on the record.

If a migrant student is "passing through", the homebase data will give school staff some indication of where the student may be coming from or will return to upon withdrawal. Last qualifying move data and end-of-eligibility date are migrant program-specific and are related to the student's eligibility for services. Knowing that a migrant student has dropped out of school can assist school staff in their dropout retrieval efforts. Since some migrant students do not graduate from their homebase state, the graduation flag would alert homebase school staff that the student has indeed graduated when he/she returns to the homebase. A free-lunch program indicator may indicate to the current school that a student may qualify for the program.

School History Data (2)

SCHOOL HISTORY DATA

CURR SCHL: UMATILLA HIGH SCHL ID: FLBGKY
HLTH RECORD ADDRESSEE: GRACIELA M MEIR

PREV SCHL: DEKALB JUNIOR HIGH SCHOOL SCHL ID: TXDLBX
100 NORTH RIDDLE STREET (SH:AK)
MT PLEASANT
TX 75455-0000 PH: 214-572-8582

SH	SCHL ID ST	SCHL	DATE RES.	DATE ENROLL	DATE WITHDR	DAYS ENR	DAYS PRS	DAYS %	GR LV	M S	E T
AF	FL	BGKY	06/21/85	06/24/85	07/28/85	22	21	95	10	1	S
AG	PR	CHOF	08/08/85	08/14/85	11/24/85				10	1	
AI	OH	BRKB	11/27/85	12/02/85	06/04/86				10	1	
AJ	FL	BGKY	09/20/86	09/20/86	12/21/86	93	93	100	11	1	
AK	TX	DLBX	01/01/87	01/01/87					12	1	
AL	FL	BGKY	09/01/87	09/01/87					12	1	

School History Data is a concise summary of the various schools which have enrolled the migrant student into the MSRTS. School History Data can give school personnel insights into the degree to which migrancy may be a factor to consider in meeting the student's academic and psychological needs. Students who migrate only during the summer may have different needs and may have been impacted in ways dissimilar to those migrating during the regular school year.

NOTE: These schools may or may not be all the schools in which the student has enrolled but, rather, only those which have reported an enrollment to the MSRTS. In other words, if a migrant student enrolled in a school where he/she was not identified, certified migrant-eligible, and entered into the MSRTS, that school will not be reflected on the MSRTS Educational Record. Neither will schools attended by the student before he/she became migrant-eligible or after eligibility has expired be reflected on this record.

The most recent reporting schools in which the migrant student has enrolled will appear in School History Data with a **school ID (SCHL ID)** (which includes a two-letter state (ST) identification code and a four-letter school (SCHL) identification code). More complete information appears for the current and most previous schools. The **residency date (RES.)** in the given district, as well as **school enrollment (ENROLL) and withdrawal (WITHDR) dates** are displayed. The student's **grade level (GR LV)**, number of **days enrolled (ENR) and days present (PRS)** may also print, as well as an **educational term (ET)** code: an **S** if the student was enrolled in a summer school program; a blank if the student was enrolled in a regular school term program. A **migrant status (MS)** code also appears on this part of the record. It describes a category of migrant student, based upon when the student made his/her last qualifying move (LQM), the nature of the move (within or between states), and the type of qualifying work (fishing or agriculture) engaged.

Although some of the schools on the record are indicated by code rather than by name, the reader can easily see which states have enrolled the student and how many enrollments have been reported during the student's eligibility period. School staff can contact the previous school in which the student was enrolled. By comparing the grade level on the record with the student's age, school staff can immediately determine whether the student is overage for his/her grade level.

Participation in summer school may be an indicator that a student has taken courses to make up work, pass a course, or move ahead in his/her required courses for graduation. The migrant status is important to migrant program staff because it determines service priorities. In other words, currently migratory students (migrant status codes 1, 2, 4, and 5) have a higher priority for service than formerly migratory students (migrant status codes 3 and 6).

Education Health (E-H) Linkage (3)

EDUCATION-HEALTH LINKAGE

E-H #	MESSAGE:	CONTACT:
108	HYPERACTIVE - CONFERENCES WITH PHYSICIAN AND PARENTS.	MIGRANT STUDENT RECORD TRANS.
109	ASTHMA - RESTRICT PHYSICAL ACTIVITY WITH ATTACKS.	DIRECTOR'S OFFICE - MSRTS
118	ASTIGMATISM - MIGHT NEED CLASSROOM PLACEMENT.	ARCH FORD EDUCATION BLDG
124	WEARS GLASSES OR CONTACT LENSES.	LITTLE ROCK
128	DRUGS THERAPY - CONSULT MEDICAL PERSONNEL REGARDING DRUG MANAGEMENT (I.E., TYPE, TIME, DOSAGE, AND SIDE EFFECTS).	AR 72201-0000
131	SHOULD NOT PARTICIPATE IN CONTACT SPORTS	PH: 501-371-1857
4	CONSULT MEDICAL PERSONNEL AND FAMILY REGARDING PHYSICAL ACTIVITIES, MEDICATIONS AND CONTEMPLATED CARE.	UMATILLA HIGH TROMELL AVENUE UMATILLA FL 32784-0000 PH: 904-669-3131
104	SEIZURE DISORDER - CHRONIC OR RECURRENT CONVULSIONS - CONSULT MEDICAL PERSONNEL AND PARENTS REGARDING MEDICATIONS AND CONTROL. UNDERSTAND MANAGEMENT OF SEIZURES.	DON WINDOM LAKOTA LOCAL 356 UNION ST
107	STUTTERING - DISCUSS WITH MEDICAL PERSONNEL, PARENTS AND SPEECH THERAPIST.	BURGOON OH 43407-0038
110	FOOD ALLERGY - CONSULT MEDICAL PERSONNEL AND FAMILY REGARDING DIET.	PH: 419-986-5161
99	STUDENT HAS AN UNRESOLVED HEALTH PROBLEM RECORDED. CONTACT HEALTH PROVIDER.	CALVERT HIGH 3332 MONTGOMERY
102	DIABETES INSIPIDUS - BATHROOM PRIVILEGES.	HUNTSVILLE
125	WEARS HEARING AID.	TX 77340-0000

The E-H Linkage is intended to make instructional and other non-health staff aware of certain conditions (which the student had or may currently have) which could impact the student's academic performance. An E-H linkage will print on the student's record only if unresolved chronic or acute health problems are reflected in the student's MSRTS Health Record. It includes a **numerical code** and brief **message** regarding the health condition and **contact information** to communicate, if desired, with the school which initially reported the health condition.

NOTE: Sometimes an E-H Linkage message will appear for a health problem which has actually been resolved but for which the reporting school has not reported it as a resolved health problem. This message will continue to appear until the reporting school updates the record accordingly. Because of this situation, school staff should consult with the school nurse or other health provider, with the student's parents, and with the reporting school to determine the student's current health status.

Part 2: Educational Skills Data (pages 3-4)(4)

EDUCATIONAL SKILLS

MATH SKILLS

MATH SKILLS MASTERED (MOST RECENTLY REPORTED)

CODE	SUBTOPIC OR SKILL	DATE

MATH SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL

INPUT AREA

SH	REPORT WHEN MASTERED CODE	DATE
	SKILLS UNDER STUDY CODE	

READING SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	INSTR. LEVEL

SH	SKILLS UNDER STUDY CODE	INSTR. LEVEL

ORAL LANGUAGE SKILLS UNDER STUDY

CODE	LANG.	SUBTOPIC	SH
340	ENGL	RETELLING	AC
020	SPAN	SENCILLO	AA

SKILLS UNDER STUDY CODE	LANGUAGE

EARLY CHILDHOOD SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	SH
C029	TALKS FREELY WHILE ROLE PLAYING	AB
C030	REPEATS SIMPLE SOUND PATTERNS	AB

SKILLS UNDER STUDY CODE

The Educational Skills reported to the MSRTS are skills most often used in the classroom in four subject areas: **early childhood, reading, math,** and/or **oral language**. The Educational Skills data reported appears by **subject area** and includes **individual skills mastered or under study,** an **MSRTS code,** and the **dates** which the skills were reported **under study** and/or **mastered.**

Educational Skills data are used primarily as a starting point for instruction. Access to skills in math, reading, oral language, and/or early childhood which a student has recently studied or mastered can promote educational continuity in the basic skills areas.

Instructional staff may use the Educational Skills to place students in the appropriate level of learning, or as guidelines for selecting or modifying instructional materials to use with the students. Counselors and registrars may find the Educational Skills useful in placing junior high students (through 8th grade) in the proper secondary courses for enrollment in high school (grades 9-12). Similarly, skills reported for students in grades 9-12 may be a basis for placement in additional supplemental programs or courses designed to meet the needs of the student who may be working below grade level. Although Educational Skills data usually are reported for preschool students and/or those enrolled through the eighth grade, it is not unusual for skills to have been reported on students in grades 9-12 if the student is academically functioning below grade level.

Part 3: Secondary Credit Data

It is within the Secondary Credit Data section of the record that the most pertinent educational information for high school teachers, counselors, registrars, and administrators can be found. The Secondary Credit Data is of paramount importance to counselors and registrars and migrant students they serve.

The information in the Secondary Credit Data is designed to assist schools in placing migrant students in appropriate classes. Although the issues of credit acceptance and consolidation are discussed in depth in Chapter VI, they are briefly discussed below, simply to give the reader a simple overview of how this information can be used in course placement.

There are six parts to this section of the record:

- Minimum Graduation Requirements of Designated High School or Homebase State **(5)**
- Class Schedule from the Most Recent Reporting School **(6)**
- Recommended Courses **(7)**
- Recommended Courses Reporting Form **(8)**

- Secondary Credit Accrual **(9)**
- Secondary Credit Reporting Form **(10)**

Upon the student's enrollment in the seventh grade, the MSRTS computer will automatically print the Secondary Credit Data Section (minus the Minimum Graduation Requirements which only appear for students enrolled in grades 9-12).

There are three steps counselors and registrars should immediately take upon receiving the MSRTS Educational Record for a migrant secondary student:

Step #1: **Review** all parts of the Secondary Credit Data.

Step #2: **Placement** in courses appropriate to the student's needs should be based on the Secondary Credit Data.

Step #3: **Reporting** Secondary Credit Data for the next school's use.

Detailed procedures regarding the consolidation and acceptance of course credits are explained fully in Chapter VI. All other procedures for using and reporting Secondary Credit Data are included in the pages which follow.

NOTE: Counselors, registrars, and other school staff from districts which are not implementing a migrant program may obtain MSRTS records by following the procedures described in **Section A, Part 4 (page 3-15)** of this chapter.

Minimum Graduation Requirements of Designated High School (5)

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL
FOR PROJECTED GRADUATION IN 1986

TXBTKG PHARR SAN JUAN AL — DRAMER Y — PHARR,TX 78577-0000 — PH: 512-787-9963

CONTACT: MARY SOLIS, COUNSELOR — PH: 512-787-9963

REQUIRED SUBJECTS	GRADES TAUGHT	NO. TERMS REQ'D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPLANATION
AMER.HISTORY	9-9	2	SEM	80	
BIOLOGY	10-10	2	SEM	80	GENERAL PHYSICAL SCIENCE AND BIOLOGY MAY BE TAKEN ACCORDING TO ACADEMIC PLAN SELECTED BY STUDENT. ANOTHER OPTION IS BIOLOGY I AND CHEMISTRY I.
ELECTIVES	11-12	10	SEM	80	
ENGLISH I-IV	9-10	8	SEM	80	FOUR YEARS OF ENGLISH ARE REQUIRED OF ALL STUDENTS.
FUND OF MATH	9-10	4	SEM	80	FUNDAMENTALS OF MATH MAY BE TAKEN ACCORDING TO ACADEMIC PLAN SELECTED BY STUDENT. OPTIONS ARE INTRO ALGEBRA 1,2,3,4 OR ALGEBRA 1,2 AND GEOMETRY.
GOVT/TEXAS HIST	12-12	2	SEM	80	
HEALTH	9-12	1	SEM	80	
PHYS EDUCATION	9-12	3	SEM	80	
PHYS SCIENCE	9-9	2	SEM	80	GENERAL PHYSICAL SCIENCE AND BIOLOGY MAY BE TAKEN ACCORDING TO THE ACADEMIC PLAN SELECTED BY THE STUDENT.
WORLD GEOGRAPHY	10-10	2	SEM	80	WORLD GEOGRAPHY OR WORLD HISTORY MAY BE TAKEN IN THE TENTH GRADE. 18 CREDITS ARE REQUIRED FOR GRADUATION. THE GRADING SCALE IS AS FOLLOWS: A: 92-100, B: 83-91, C: 74-82, D: 65-73.
TOTAL		36			REQUIREMENTS ARE EFFECTIVE BEGINNING WITH THE GRADUATING CLASS OF 83

This section of the record includes **required subjects,** the **grade levels** in which they are normally taught, the **number of terms** each course is required to be taken, the **type of term** (e.g., semester), and the minimum number of **clock hours** per term for each class. **Explanatory statements** may appear as well to clarify requirements or course content. Included also are the name, title, and telephone number of a **contact person** who is knowledgeable of the requirements and/or the migrant student. If the state of the designated high school administers a **proficiency test,** that will be indicated in this section as well.

Counselors and registrars should review this data to ensure that the migrant student is/will be enrolled in courses which he/she needs for graduation. The practitioners involved in the secondary credit accrual system prior to the development of the computerized secondary record found that in order to effectively assist high school migrant students to graduate, they had to know from which high school the student wanted to graduate. This need evolved from the widely varying high school graduation requirements in place in different states and different districts in the same state. In the original Washington-Texas project, it was found that it was counter-productive for Sunnyside ISD in Washington to enroll a migrant student in classes required to graduate in Washington if the migrant student wanted to graduate from Mission High School in Mission, Texas. Similarly, the reverse was true.

Thus, the Minimum Graduation Requirements of the Designated High School section was created.

Counselors and registrars should determine whether the Minimum Graduation Requirements (MGRs) represent that of the state or those of the high school from which the student has designated he/she wishes to graduate. If the state MGRs appear, or if the designated high school is not that from which the student intends to graduate, ask the student to designate the high school from which he/she wishes to graduate.

The MGRs are not necessarily self-explanatory. The contact person listed may need to be called for further information.

If the MGRs from the student's designated high school do not appear on the record, it is very important that the counselor find out what they are. That can be accomplished by:

- Calling or writing the school directly;
- Calling the toll-free number at the MSRTS data bank to request that an MGRs inquiry be done for that school. If the MGRs have been previously reported to the MSRTS data bank for that school, they will be on file and can be quickly provided to the caller over the telephone. Or, if the caller wishes, a copy of the MGRs can be mailed directly.
- Calling the nearest migrant program terminal center and making a similar request of the data entry specialist. Again, the information can be provided to the caller by telephone, or through the mail.

Class Schedule from the Most Recent Reporting School (6)

CLASS SCHEDULE FROM THE MOST RECENT REPORTING SCHOOL

				PARTIAL HOUR		CREDIT GRANTED				
SUBJECT	COURSE TITLE	SM	COURSE GRADE LEVEL	% OF CLOCK HRS IN CLASS	GR	NO. OF TERMS	TYPE OF TERM	TERM	YR
LANGUAGE ARTS	LITERATURE	AG	10		B	.5	SEM	FALL	85
MATH	ALG II	AG	10		A	.5	SEM	FALL	85
SCIENCE	BIOLOGY	AG	10		B	.5	SEM	FALL	85

MOST RECENT REPORTING SCHOOL:
RAMON POWER Y GIRALT 10-12
CALLE JOSE T PINERO
DE LAS PIEDRAS
PR 00671-0000
PH: 809-733-2561

CONTACT: TEODORO MALDONADO
PRINCIPAL
PH: 809-733-2561

The Class Schedule from the Most Recent Reporting School reflects coursework fully or partially completed by a migrant student and entered into the MSRTS by the most recently reporting school.

The Class Schedule section includes the **course subject, title,** and **course grade level,** as well as the **term type, term,** and **year** during which the course was taken. For partially completed courses, the **withdrawal grade** for work completed and **clock hours** in class will appear. For completed coursework, the student's **final grade** and the **number of terms** for which official credit have been granted by the reporting school will be displayed.

The name and telephone number of a **contact person** from the most recently reporting school is also included in this section. If the Class Schedule shows no entries under "Partial Work" or "Credit Granted" columns, the courses reflected should be the "current schedule" for the student.

Once this section is updated with a subsequent schedule from the current school, the previously reported coursework in the Class Schedule will print in the Secondary Credit Accrual section of the record.

Counselors and registrars should determine whether this section contains:

- courses with partial work and/or credit granted;
- courses for which partial work and credit granted were not reported (i.e., these columns were left blank).

  Credit Granted: Entries in this column indicate that official full or partial credits have been granted by the reporting school. No action is needed except when assessing the graduation credits the student has accumulated.

  Partial Work: Entries in this column mean that a student has enrolled in a course, completed a certain number of clock hours (estimated), and had a percent grade at the time of withdrawal. If at all possible, the current school should assist the student in completing credit(s) in any partial work, courses listed in either section.

There are several options for completing partially completed courses:

- **Consolidation of SH lines** (adding partial work shown in two or more SH lines), if appropriate, to consider the course "fully taken". Credit may then be granted by the current school.
- **Credit by examination;**
- **Enrolling the student in the same course** in the current school so that the student can meet the course requirements and receive course credit. If at all possible, the portions of the course which the student missed should be the only ones undertaken. It is not desirable for the student to have to take the entire course again.

Although it is understood that each high school has the prerogative of accepting partial work completed at another school, staff are encouraged to give the student as much opportunity as possible to maximize the benefit of class time already devoted to partially-completed courses.

Current Class Schedule: If either section shows courses with no partial work or credit granted, it means that the student was enrolled in these courses in the previous school and either did not complete the courses, or if he/she did, the last reporting school has not updated the MSRTS record.

The current school may ask the student for partial work and/or credit granted information. Another option is to communicate directly with the school by calling the contact person listed. Once the information is obtained, the school should be in a better position to assist the student.

Recommended Courses (7)

RECOMMENDED COURSES

NAMYPX PASCO NIGHT SCHOOL 1004 N 16TH PASCO,WA 99301-0000 PH: 509 545 4265
SH LINE ID: CD
CONTACT NAME: JUANITA JOHNSON TITLE: FED.PROJ. DIR. PHONE: 509-545-4265

COURSE TITLE	GRADE LEVEL	TERM TYPE	TERM	YEAR	EXPLANATION
SCIENCE	10	SEM	FALL	87	
SCIENCE	11	SEM	FALL	87	

The Recommended Courses are those requiring completion as reported by the previously reporting school. They are generally the courses that the student should take next in order to stay on schedule toward graduation or to make up courses required for graduation. Recommended courses generally appear in order of priority in which they should be taken by the student, with the first course listed having the highest priority. This information includes **course title** and **grade level**, and **term type, term, and year** in which the course should be taken. It also may include an **explanation** of the course content or time required to complete a course.

The name, title, and telephone number of the **contact person** at the reporting school will also appear in this section. Recommended courses will remain on the record for one year from initial entry or until replaced by subsequent recommended courses.

First, the counselor or registrar should determine whether a previous school has entered any recommended courses. If so, <u>every effort should be made to place the student in these courses.</u> Counselors and registrars should not hesitate to contact the reporting school to confirm or clarify the courses which have been recommended for the student to take.

Recommended Courses Reporting Form (8)

RECOMMENDED COURSES REPORTING FORM

CONTACT NAME: TITLE: PHONE:

COURSE TITLE	GRADE LEVEL	TERM TYPE	TERM	YEAR	EXPLANATION

The Recommended Courses Reporting Form is to be used for reporting recommended courses. The data items to be reported are the same as those in the Recommended Courses matrix: **course title** and **grade level, term type, term,** and **year** in which the courses should be taken, as well as any **explanation** statements necessary. The **name, title**, and **telephone number** of the **contact person** should also be included.

This form is printed on the MSRTS record for the convenience of the users, although some states have developed alternative forms for reporting recommended courses.

Secondary Credit Accrual (9)

GRADE 9

SUBJECT	COURSE	SN	PARTIAL MONK X	PARTIAL MONK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME	TELEPHONE
E S O L	E S O L 2	AD			93	1	SEM	FALL	82	PHARR SAN JUAN AL	512-787-9963
	E S O L 2	AD			94	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
ENGLISH	ENGLISH I	AD			87	1	SEM	FALL	82	PHARR SAN JUAN AL	512-787-9963
	ENGLISH I	AD			88	1	SEM	SPR	83	PHARR SAN JUAN AL	512-787-9963
HEALTH	HEALTH	AD			94	1	SEM	FALL	82	PHARR SAN JUAN AL	512-787-9963
HISTORY	AMERICAN HISTRY	AD			92	1	SEM	FALL	82	PHARR SAN JUAN AL	512-787-9963
	AMERICAN HISTRY	AD			96	1	SEM	SPR	83	PHARR SAN JUAN AL	512-787-9963
MATH	INT ALGE 1	AD			84	1	SEM	FALL	82	PHARR SAN JUAN AL	512-787-9963
	INT ALGE 1	AD			92	1	SEM	SPR	83	PHARR SAN JUAN AL	512-787-9963
SCIENCE	GEN PHY SCIENCE	AD			98	1	SEM	FALL	82	PHARR SAN JUAN AL	512-787-9963
	GEN PHY SCIENCE	AD			94	1	SEM	SPR	83	PHARR SAN JUAN AL	512-787-9963

GRADE 10

BUSINESS ED	TYPING I	AD			85	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
	TYPING I	AD	86%	43			SEM	SPR	84	PHARR SAN JUAN AL	512-787-9963
DRIVER ED	DRIVER ED	AD			83	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
ENGLISH	ENGLISH 2 GRAM	AD			89	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
	ENGLISH 2 LIT	AD	85%	43			SEM	SPR	84	PHARR SAN JUAN AL	512-787-9963
HISTORY	WORLD HISTORY	AD			93	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
	WORLD HISTORY	AD	92%	43			SEM	SPR	84	PHARR SAN JUAN AL	512-787-9963
MATH	INT ALGE 3	AD			87	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
	INT ALGE 4	AD	83%	43			SEM	SPR	84	PHARR SAN JUAN AL	512-787-9963
PHYSICAL ED	P.E.	AD			98	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
	P.E.	AD	94%	43			SEM	SPR	84	PHARR SAN JUAN AL	512-787-9963
SCIENCE	BIOLOGY	AD			85	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
	BIOLOGY	AD	83%	43			SEM	SPR	84	PHARR SAN JUAN AL	512-787-9963

The Secondary Credit Accrual section is an accumulation of all of a student's reported coursework (except for the most recent term, which appears as the "Class Schedule from the Most Recent Reporting School"). It includes the **generic subject** and **course title**,

partial work completed at and/or **credits granted** by the reporting schools as well as the **term type, term and year** in which each course was taken. The **school's name and telephone number** also appear on the form. Seventh and eighth grade data no longer appear in this section once data for the ninth grade is reported.

Counselors and registrars should determine whether Secondary Credit Data contain:

- courses with partial work and/or credit granted; and
- courses for which partial work and credit granted were not reported (i.e., these columns were left blank).

NOTE: Counselors and registrars should check the School History matrix for enrollments and/or withdrawals in a school for which no Secondary Credit Data appeared. This can be done by comparing the SH line identifiers (e.g., AF) with those appearing in other sections of the Secondary Credit Data. If this is the case, direct contact with that school must be established by the counselor or registrar to determine further information about the coursework taken there by the student.

Secondary Credit Reporting Form (10)

SECONDARY CREDIT REPORTING FORM

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HRS IN CLASS	FINAL GRADE	NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR
INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL										
SCHOOL	CITY				STATE			YEAR OF GRADUATION		

The Secondary Credit Reporting Form prints automatically on the record at the time the student is enrolled in the seventh grade. It has a format very similar to that of the Secondary Credit Accrual matrix. This form may be used by counselors and registrars to report all Secondary Credit Data and for reporting consolidated partial work for which

credit has been granted. The information recorded on the form includes **course subject, title** and **grade level** as well as the **term, term type,** and **year** in which the student took the course. **Partial Work** is reflected by a percent grade and clock hours in class. **Credit Granted** is represented by the student's final grade in the course, and the number of terms for which credit is being granted. A column for reporting **consolidated SH lines** also appear on the form. (Some states have developed and use alternative forms for reporting Secondary Credit Data to the MSRTS data bank.)

In summary, migrant students should be enrolled in classes using the following rationale:

- First, enroll them in classes in which they already have partial work completed.
- Second, enroll them in "current class schedule" courses after checking with the student and/or reporting school.
- Third, if no partial work or "current schedule" courses are listed in the record, then enroll him/her in the recommended courses.
- Fourth, if no partial work, "current schedule" or recommended courses are listed in the student's record, then use the MGRs in conjunction with any credit-granted courses shown in the Secondary Credit Accrual and/or Class Schedule sections to determine which courses the migrant student needs for graduation.

Part 4: Supportive Data (pages 4-5)

The Supportive Data Section of the MSRTS Educational Record includes information in six major categories:

- Current (11) and Previous Supplemental Programs (12)
- Language(s) for Instruction (13)
- Special Talent (14)
- Test Data (15)
- Special Education Contact Data (16)

- Texas Educational Assessment of Minimum Skills (TEAMS) (17)

Teachers may use Supportive Data to determine specialized needs and to make decisions regarding the student's placement in a supplemental program. Counselors may find Supportive Data useful in determining particular courses which may be needed to meet the educational needs and graduation requirements of the migrant secondary student.

Current and Previous Supplemental Programs (11 & 12)

CURRENT SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	DATE END	HRS CUR

PREVIOUS SUPPLEMENTAL PROGRAMS

NAME	CODE	DATE START	DATE END	HOURS LAST	HOURS CUM	SM
E.S.O.L.	1	06/06/83	07/15/83	58	316	AC

Supplemental Programs data reflect participation by the student (now or in the past) in programs that are beyond the basic educational program provided by the school district. Appearing in these sections will be the **program name**, MSRTS **code**, the starting and ending **dates** reflecting the student's participation period in the program, and the number of **hours** of program participation.

A **Current Supplemental Programs** entry means that the student is presently enrolled in a supplemental program at the current school. The regular classroom teachers should work closely with the supplemental program teachers to plan appropriate instruction to address identified skill deficits. Both teachers should carefully monitor the student's progress and communicate, on an ongoing basis, to ensure instructional compatibility and consistency.

Past participation in a supplemental program will be reflected in the **Previous Supplemental Programs** section, and may be an indication that a student needs continuing supplementary educational or support services. This determination should be made, however, only after school staff have examined a number of related variables to assess a student's needs. Further information about programs in which the student has been served could be obtained by contacting the school reporting the data.

Language(s) for Instruction (13)

LANGUAGE(S) FOR INSTRUCTION

LANGUAGE	ASSESSMENT DATES FORMAL	INFORMAL	SH
SPANISH		03/24/83	AB

Language(s) for Instruction data identify the language in which the student is able to function as determined by the results of a **formal or informal assessment** conducted and reported by staff at a previous or current enrolling school. (NOTE: This is not an indication of language dominance.) The assessment **dates** will print along with the **language** in which the student can function.

Language for Instruction data, although not an indicator of language dominance, may provide insight into the language in which the student may best receive instruction. The recency of the information is evident from the assessment date and should be considered in using the information. Again, additional information about the assessment can be obtained by contacting the reporting school.

Special Talent (14)

SPECIAL TALENT

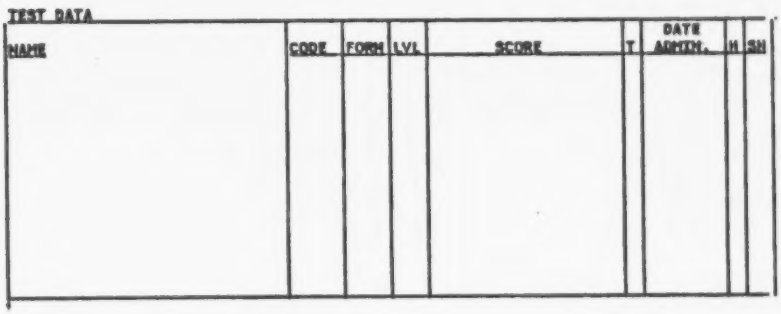
DATE	NAME	SH
10/20/82	PLAYS GUITAR	AA

Activities in which the migrant student demonstrates a high degree of accomplishment or skill are represented by the Special Talents section of the record. The **talent** will appear on the record along with its reporting **date**.

Special talents possessed by the student may provide teachers with a springboard for instruction. Teachers can focus on materials of interest to the student which are compatible with his/her talents. To enhance a student's confidence in the new school, the teacher

might also create opportunities for the student to use or display his/her talent, or to make other students aware of these special abilities.

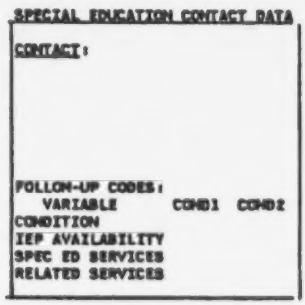
Test Data (15)



Tests that have been administered to migrant students may appear in the Test Data section of the record. Included may be results from up to six "nationally approved" (i.e., approved by the NASDME) tests and up to three tests administered in any given state. Specific items reported include the test **name**, MSRTS **code**, test **form**, **level**, **score**, **score type**, and administration **date**.

Test Data can be useful as a diagnostic and placement tool, as well as for a focus of instruction. However, standardized test results should always be used in conjunction with other criteria when making decisions about student placement, needs, and services. This is particularly important when working with secondary migrant students who may have at-risk criteria not evident when viewing only test scores.

Special Education Contact Data (16)



Special Education Contact Data can provide school staff with a minimum amount of meaningful information, coded for confidentiality purposes, that may assist in the initial identification/assessment process of a student who may be in need of Special Education or related services.

Special Education Contact Data will appear on the record up to one year after it is initially reported. This section will appear only for those students who have received or who have need of special education services. This section includes the name, address, and telephone number of the **contact person** to obtain further information about the student's special educational needs. In addition, this section contains various **numerical codes** which describe four variables:

- **Condition** — This variable indicates that the child has been evaluated by a multi-disciplinary team and determined to have an educational handicap that results in a need for special education and, if appropriate, related services.
- **IEP Availability** — This variable indicates whether an Individual Education Plan is available for the student.
- **Special Education Services** — This variable indicates whether the handicapped student has received special education services.
- **Related Services** — This variable indicates whether the handicapped student received any of a number of related services.

Receiving school personnel should immediately communicate with the contact person listed in this section to obtain more detailed information and documentation regarding the student's needs.

Texas Educational Assessment of Minimum Skills (TEAMS) Data (17)

0000005 ARDERB / AR DDFS

DATE 02/26/88 M I G R A N T S T U D E N T T E X A S E D U C A T I O N A L A S S E S S M E N T M I N I M U M S K I L L S PAGE 1 OF 1 STUDENT ID 76706498 GEK

GR LV	ADMIN DATE	TEST SECTION	MASTERY	LANG	OBJ #	OBJECTIVES NOT MASTERED DESCRIPTION	SH
01	02/22/86	READING	NO	SPANISH			AK
09	02/08/87	MATH	YES	ENGLISH	03	DECIMALS (X,/)	AK
					05	WORD PROBLEMS (RATIO, PROPORTION, PERCENT)	
					08	AREA OF RECTANGLES, TRIANGLES	
					10	CHARTS, GRAPHS	
09	10/10/87	WRITING	YES	ENGLISH	01	CAPITALIZATION	AK
					02	PUNCTUATION	
					03	SPELLING	
					04	CORRECT ENGLISH USAGE	
					05	SENTENCE STRUCTURE	
					06	PROOFREADING	
11	10/01/85	LANGUAGE ART	YES	ENGLISH	02	CONTEXT CLUES	AK
					06	DRAWING CONCLUSIONS	
					12	PUNCTUATION	
11	05/01/87	LANGUAGE ART	NO	ENGLISH			AK

Another section which may appear in the Supportive Data section of the record, **for Texas migrant students only**, is the TEAMS Data matrix. The TEAMS is a competency examination administered annually to all Texas students in grades 1, 3, 5, 7, 9, 11, and 12. It includes tests in mathematics, reading, and writing (for grades 1-9) and mathematics and English language arts (for grades 11 and 12). Passing the test at either the eleventh or twelfth grades (i.e., at the "exit level") is a requirement for graduation for all Texas students. Texas schools report TEAMS data for all migrant students tested to the MSRTS. Any state may also opt to have the TEAMS results appear on the MSRTS records for the Texas migrant students it serves.

In the TEAMS Data matrix, the following information will appear:

- **Mastery or non-mastery** of each **subject area** test;
- **Grade level** at which the student was administered the test;

- All **objectives not mastered** by the student;
- **Date** on which the test was administered; and
- **Language** (Spanish or English) of the test administered.

The TEAMS data identify specific skill areas requiring remediation and can be used by receiving schools much the same as the Educational Skills. That is, the non-mastered objectives may be the starting point or a focus for instruction that will reinforce instruction provided in Texas schools. It can be particularly useful in schools offering brief summer programs or by schools in which a migrant student is enrolled for a short or even lengthy period of time.

Even TEAMS results which are a year or more old are useful since the teachers who have the students in the "off" years (when the test is not administered) have the majority of the responsibility for addressing the student's skill deficits. TEAMS results should be examined over time since a student's inability to master a given skill may span a year or more.

Conversely, even students passing a given portion of the TEAMS may have only marginally passed. These borderline students have weak skill areas that should be addressed as well so that they are not at risk of failing the TEAMS at the next administration.

Section C

Guidelines for Reporting MSRTS Data

The purpose of this section is to describe some basic, overall guidelines as to:

- Who can report MSRTS data;
- When MSRTS data should be reported; and
- How MSRTS can be reported.

The procedures herein are intended to supplement, not to replace or substitute for, the detailed, technical reporting procedures in the national MSRTS Educational Users' Manual. Special emphasis has been given to the guidelines for reporting Secondary Credit Data.

This section is divided into the following three parts:

Part 1: Staff Responsibilities for Reporting MSRTS Data

Part 2: Timeliness for Reporting MSRTS Data

Part 3: How to Report MSRTS Data

The guidelines described in this section for reporting MSRTS data are recommended. State and local policies and procedures will usually dictate the parameters of staff roles and responsibilities, as well as MSRTS reporting priorities. However, these guidelines are designed to best benefit the migrant student because the academic success of the migrant student, culminating in high school graduation, ultimately rests with the entire school district, not simply the migrant program. If present administrative policies interfere with implementing some of these guidelines, perhaps they warrant changing to best meet the needs of this student group. If current policies for transfer and other mobile students are not equitably applied to migrant students, maybe policies need to be reinterpreted to benefit the migrant students as well.

Part 1: Staff Responsibilities for Reporting MSRTS Data

The responsibilities for reporting MSRTS data vary from state to state and from district to district depending upon the nature of the migrant program, human and financial resources within the district, and job roles. In the large, homebase states, full-time MSRTS clerks often have the responsibility for gathering data, completing reporting forms, and processing the data to the terminal centers. Once the MSRTS records are received from Little Rock, the MSRTS clerks also distribute and file the records according to local or state policies. In states which implement summer programs of brief duration, the staff may be small in number and each may be responsible for several program functions--only one of which may be the reporting of MSRTS data.

Ideally, **counselors and registrars** should have the responsibility for ensuring that the MSRTS Secondary Credit Data are quickly collected and reported for use by the next school in which the migrant student enrolls. Although some counselors prefer to (or must) complete and process the reporting forms themselves, others have available to them clerical staff who perform this function. Counselors as well as regular and supplemental program teachers may have access to a variety of additional academic data that could be updated on the MSRTS records for secondary students they jointly serve.

Part 2: Timelines for Reporting MSRTS Data

The procedures and timeliness for reporting MSRTS data have been left to the discretion of the states; therefore, they are as varied as there are numbers of states! **Figure III-6** illustrates a chart used by the Texas Migrant Program to summarize the priority MSRTS functions that are required of school districts, including students for whom the data should be reported, reporting timeliness, and explanatory statements.

Regardless of who actually performs the reporting activity, the important thing is to report the data quickly.

Information reported too late (i. e., after the student enrolls elsewhere) is of little use to both the student and the school--and may result in the student being improperly placed or assessed, or in receiving duplicate services. Staff are encouraged to report data just as soon as it becomes available to minimize a backlog of data to be processed by terminal

SCHOOL DISTRICT REQUIRED MSRTS COMPONENT ACTIVITIES

Required MSRTS Activity	Affected Staff/Student (grade/age) Currently	Formerly	Deadlines/Time Requirements (working days)	Required Documents, Topics, Data & Comments
I. LEA MSRTS Inservice	All Migrant administrators and staff assigned Migrant activities		Before September 1 & as needed	Eligibility criteria; COE completion; LEA MSRTS Component; interview techniques; federal laws and Agency guidelines
II. Recruitment/MSRTS Enrollment				ACCURACY AND EFFECTIVENESS IS IMPORTANT!
A. Residency Verification/ Mass Enrollment	Previously identified 0-21	Previously identified 0-21	As soon as completed, no later than October 1	Verify continued residency using latest COE for all having eligibility during calendar year; verify Mass Enrollment report, submit to ESC
B. New Qualifying Move/ Newly Identified	New LQM Newly identified 0-21	New LQM Newly identified 0-21	All year; recruit as many as possible by December 1. Submit COE 10 days after COE signature date	Complete new COE for enrollees and non-enrollees (through 21 years) to ensure identification of all students and drop-outs.
III. MSRTS Records Distribution	PK-12	PK-12	2 days after receipt	REVIEW FOR ACCURACY AND MEDICAL ALERTS BEFORE DISTRIBUTION
IV. Updating MSRTS Records				REQUIRED IF STUDENT IS ENROLLED 10 OR MORE SCHOOL DAYS
A. TEAMS	1-12th Grades		5 days after receipt	Report ALL objectives NOT mastered on latest results available, regardless of grade level
B. Secondary Credit				
1. Previous Year's Coursework	10-12		During first semester of enrollment	Required if still unreported, especially for newly identified currently.
2. Fall Sem. Coursework			March 1	Include designated high school of graduation, if unreported
3. Spring Sem. Schedule	7-12		March 1	Report with fall semester coursework, if possible and if schedule is probably not subject to further change.
4. Recommended Courses			April 30	If MSRTS Education Record shows any out-of-district/state school enrollment, required. If not, optional. Report for summer and/or fall semesters, at counselor's discretion.
5. Spring Sem. Grades			10 days after semester ends	If any spring courses are failed, adjust recommended summer and/or fall schedules accordingly.
6. Credit Consolidation	9-12		Upon enrollment or 10 days after withdrawal	Review of partial work on MSRTS Education Record required. Reporting consolidated credit is required if official credit for partial work is granted.
C. Special Education Contact Data	PK-12		April 30	Report only for students needing and/or receiving special education services
D. Health	PK-12		January 31	Report TX required immunizations, screenings, any life-threatening conditions and Migrant-funded services
E. Graduations (and other terminations)	Any Age	Any Age	10 days after notification	Report graduates, deaths, GEDS, dropouts, or non-migrants as per parental request.
V. MSRTS Withdrawal MASS Withdrawal				TIMELINESS IS IMPORTANT!
A. During School Year (Early Withdrawal)	PK-12	PK-12	2 days after withdrawal	Report all required health/educational updates along with withdrawal data to the ESC
B. End of School Year (Mass Withdraws	PK-6 7-12	PK-6 7-12	5 days after withdrawal 10 days after withdrawal	For currently, report any health/educational updates not already reported along with withdrawal data to the ESC
VI. Eligibility Verification	Sample	Sample	December 1	Remove misidentified students from MSRTS by December 31
VII. MSRTS Files	All	All	Filing Continuously	Active/inactive, currently/formerly, alphabetical. Keep 7 years from end of eligibility date
VIII. MSRTS Logs	Staff assigned MSRTS		Maintained continuously	Document MSRTS Component activities
IX. Summer School	PK-12	PK-12	10 days after withdrawal	Report all SH data for ALL students enrolled in Migrant and non-Migrant programs; report updates for currently only
X. MSRTS Component Assessment	Designated Staff		Periodically	Review all required MSRTS activities for accuracy, completeness, timeliness

Figure III-6
TEXAS SCHOOL DISTRICT REQUIRED MSRTS
COMPONENT ACTIVITIES - 1988-89

centers, and to ensure the data is in the MSRTS in case a student migrates unexpectedly (sometimes without officially withdrawing from school). Although all MSRTS data should be reported no later than upon the student's withdrawal from school, holding data until that time may often place an inordinate burden on the staff who have to collect the data (often from many sources) and on those transmitting the data at the terminal sites. In states with large migrant populations, waiting until withdrawal to process MSRTS data is certain to create such a backlog that it will be virtually impossible to process the data in time for it to be of use to a receiving school. MSRTS Secondary Credit Data, in particular, can be reported at certain predictable times during the school year, such as at the beginning and end of each semester, and/or upon withdrawal from school.

Part 3: How to Report MSRTS Data

Reporting Forms

The MSRTS record is designed to be used as an input document, where updates can be penned directly onto the appropriate sections of the record. Within the Secondary Credit Data section of the record, there are two reporting forms:

- The **Recommended Courses Reporting Form** will appear on the record only if no Recommended Courses currently appear on the record. If this form does not print, there is reporting space available within the Recommended Courses matrix.
- The **Secondary Credit Reporting Form** will always appear, once the Secondary Credit Data has been activated by a student's enrollment into the 7th grade.

A number of states have developed their own reporting forms which are as varied as their needs to create them. **Figure III-7** and **Figure III-8** are two examples from Florida and Texas, respectively. The Florida form is used in conjunction with a facsimile ("fax") machine to transmit data from the school district to the terminal center. It can be used for MSRTS enrollment purposes as well as for updating the MSRTS secondary record. The Texas form is printed on NCR paper which allows for distributing copies as needed. This form also allows the reporting of a semester's coursework for each of two students or, for one student, the fall coursework and the student's spring class schedule can be reported simultaneously (as in the sample in **Figure III-9**).

S.A.F. (WD or Updates Secondary Credit Exchange)

NAME OF SCHOOL	SCH. CODE	STUDENT I.D.	LAST NAME	FIRST NAME	RACE
1.	2.	3.	4.	5.	6.

LINE ID	W.D. DATE	DAYS ENR / DAYS PRE	GRADE	SUPPLEMENTAL PROGRAMS (Code, Start, End, Hours, MIG Y, FND N)	12. TEST DATA (Code, Form, LV, Score, Type, Date Admin)
7.	8.	9a. / b.	10.	11.	a. b. c. d. e. f.

RS/LEVEL	MS/DATE	OL / E / S	SPECIAL ED. CONTACT PERSON	MESSAGES
1. 2. 3. 14a.b.	1. 2. 15a.b. 3.	1. 2. 3. 16.	17.	18.

COUNTY/SENT BY (DATE)	REC'D BY (DATE)	T.O. (DATE)
19.	20.	21.

SECONDARY CREDIT REPORTING FORM

SUBJECT	COURSE TITLE	GRADE LEVEL	PARTIAL WORK 25.		26. CREDIT GRANTED			27.	28.	29.
			% Grade	Clock Hrs. in Class	Final Grade	No. Of Terms	CONSOLIDATED SH LINES	Type Of Term	Term	Year
22.	23.	24.	a.	b.	a.	b.	c.			

30. INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL

SCHOOL a. | CITY b. | STATE c. | YEAR OF GRADUATION d.

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Figure III-7
FLORIDA SECONDARY CREDIT REPORTING FORM

SECONDARY CREDIT REPORTING FORM

Student Name _____ District _____

D O B _____ School ID _____

Classification _____ ☐ UPDATE SH _____ Campus _____

Student ID _____ Reporting Date _____

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HOURS IN CLASS	FINAL GRADE	NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR

Initial Entry or Change of Designated High School

SCHOOL SCHOOL ID CITY STATE YEAR OF GRADUATION

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HOURS IN CLASS	FINAL GRADE	NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR

Submitted by: _____ Phone # ( ) _____

Figure III-8
TEXAS SECONDARY CREDIT REPORTING FORM

SECONDARY CREDIT REPORTING FORM

Student Name John Doe
D O B February 3, 1967
Classification Junior
Student ID 12345678 MNZ

☐ UPDATE SH BN

District Anywhere I.S.D.
School ID TX BTKG
Campus Lincoln High
Reporting Date January 8, 1986

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HOURS IN CLASS	FINAL GRADE	NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR
Foreign Lang.	Spanish III	11			92	1		Sem.	Fall	85
Science	Chemistry I	11			81	1		Sem.	Fall	85
Business Ed.	Data Processing	11			80	1		Sem.	Fall	85
English	English III-Grammar	11			82	1		Sem.	Fall	85
Math	Algebra III	11			83	1		Sem.	Fall	85
Business Ed.	Typing	11			94	1		Sem.	Fall	85

Initial Entry or Change of Designated High School

SCHOOL | SCHOOL ID | CITY | STATE | YEAR OF GRADUATION

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HOURS IN CLASS	FINAL GRADE	NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR
Foreign Lang.	Spanish III	11						Sem.	Spr.	86
Science	Chemistry I	11						Sem.	Spr.	86
Business Ed.	Data Processing	11						Sem.	Spr.	86
English	English III-Literature	11						Sem.	Spr.	86
Math	Algebra-IV	11						Sem.	Spr.	86
Business Ed.	Typing	11						Sem.	Spr.	86

Submitted by: Teresa Yarr Phone # (512) 787-9994

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Figure III-9
SAMPLE TEXAS SECONDARY CREDIT REPORTING FORM

Updating the MSRTS Secondary Record

As previously mentioned, the specific instructions for updating the MSRTS secondary record are not to be discussed, per se, within this manual. The focus of this section will be the reporting of the Secondary Credit section of the record in general terms. The listing of generic subject titles, **Figure III-10**, is a necessary source document in updating coursework in the Secondary Credit Data section.

Updating Designated High School of Graduation--This should be updated only if the school affiliated with the Minimum Graduation Requirements on the record is not the school from which the student intends to graduate.

Creating Credit Accrual History -- A credit accrual history should be initially created for the student if it has not already been done. This coursework profile should include not only courses taken at the current school, but those from all previous schools attended, regardless of whether the student finished the courses and/or whether full or partial credits were granted. Coursework reported should be to date for students in grades 9-12. Junior high students' coursework will accumulate in the Secondary Credit Accrual section until their enrollment in the ninth grade, at which time the coursework for grades 7 and 8 will no longer print. Creating a history is normally the job of the homebase district, but can be done by any reporting school. In reporting a credit accrual history, all portions of the Secondary Credit Reporting Form should be completed.

Reporting Current Class Schedule-- Once the credit accrual history has been created, the school in which the student is presently enrolled should enter the current class schedule. This is done by reporting only the generic subject title of the course, course title, course grade level, type of term, term, and year. It is inappropriate to report partial work or credit granted at this time since the student is still enrolled in these classes.

Updating Current Class Schedule-- At the end of the semester or upon the student's withdrawal, whichever comes first, school staff should update the Current Class Schedule with the partial work completed and/or credit granted for each course in which the student was enrolled.

Figure III-10

MSRTS SECONDARY CREDIT ACCRUAL
GENERIC SUBJECT TITLES

Agri
Art
Aud Vis Asst
Bilingual Ed
Business Ed
Career Ed
Civics
Communications
Computer Science
Crafts
Dance
Drama
Driver Ed
Economics
English
ESOL
Free Enterprise
Foreign Lang
Geography
Government
Guidance Intern
Health
History
Home Economics
Humanities
Industrial Arts
Journalism
Language Arts
Law
Library Aide
Life Skills
Mktg Distb Ed
Math
Music
Persnl Finance
Physical Ed
Psychology
Reading
Recommended
Resource Room
ROTC
Science
Social Studies
Special Ed
Speech
Teachers Asst
Trade Technical
Vocational Ed
Work Study

Reporting Recommended Courses — Determining whether recommended courses should be reported is left to the discretion of the counselor or registrar. The following sample cases may be of assistance in making that determination:

Case #1: The student leaves at the end of the term and has credit granted for the course, but no partial work. In this case, it would be beneficial to the next high school to include recommended courses for the next term(s).

Case #2: The student leaves during the term and has only the partial work earned through his/her current class schedule. In this case, it may be advantageous to update the current class schedule and include recommended courses for only the next term.

Case #3: The student leaves during the term and has partial work from prior terms as well as from the current class schedule. In this case, it is advisable to only update partial work from the current class schedule, but not enter new recommended courses.

This is advised because the primary purpose of the secondary credit accrual system is to assist migrant students in completing courses, so the number of partially completed courses should be decreased before new ones are recommended.

Consolidating Courses for Credit—Obviously, because of their migrancy, secondary migrant students have ample opportunity for accumulating partially completed courses for which they may or may not have received credit. It is possible through the MSRTS to consolidate coursework taken at two or more schools if a school is willing to grant credit for the work. This process was intended, when it was initially designed, to be the cornerstone of the entire secondary credit accrual system. However, for a variety of reasons, its usage has been abysmally low. It is crucial that counselors and registrars become familiar with this process and implement it at every opportunity to enable migrant students to graduate. Chapter VI explains in detail how the credit consolidation and acceptance process must work to be successful in helping migrant students accrue the credits they need to graduate from high school within the normal four-year period.

Section D

Requesting MSRTS Records in Advance of Secondary Students' Arrival

Any state, sending or receiving, can reap the benefits of requesting MSRTS records for students it expects to serve in advance of the students' arrival. Access to this Secondary Credit and other MSRTS data in advance can be of tremendous help in program planning and student instructional placement.

In the spring, before Texas migrant students migrate, receiving states request MSRTS records for all of the secondary migrant students they served the previous year. Having these records in advance enables their staff to design their spring and summer programs to meet the needs of that specific group of students. They closely examine the current schedules of the students as well as the recommended courses to identify those which the students need and those that their program can offer to promote educational continuity. Conversely, Texas schools automatically receive in early August the MSRTS records for Texas students who have been enrolled in schools outside of Texas (and for whom new information may be on the records) to help Texas counselors/registrars place students and award credits for coursework taken elsewhere.

The process for requesting the records is a relatively simple one: the state director of the migrant program submits a written request to the administrator of the MSRTS data bank. Included in the request, of course, must be some basic data parameters, such as:

- **Where and to whom the records should be mailed** (e. g., to counselor at the school);
- **When the records need to be printed and mailed** (i. e., right before the records need to be used, such as in late August, just before the regular school year begins, or in April, before the students withdraw from school); and

- **The student group for whom records are intended** (e. g., currently migratory students who were served by that school during the previous summer term or regular school year and who, according to the MSRTS data bank, were enrolled in one or more additional school districts in the interim. These would be the only students who potentially would have new information on their records).

Once the records arrive in the state (whether they be received by state, regional, or district staff), it is critical to **immediately** distribute them to the school staff who will benefit the most from their use. Typically, the counselor or registrar stands to benefit greatly from access to course information prior to the secondary student's return to the school. By reviewing the coursework that the stuent took elsewhere and the courses that another school recommended, the advance information can help them schedule the student for particular courses. Even if a migrant student typically arrives after the start of the school year, the counselor can save a space or "slot" for him/her in the appropriate course if they can determine for certain which course the student should take. The advance record can help counselors and registrars make such a determination. For students who have partially completed courses, steps can be taken by the counselor or registrar to ensure that the student receives the appropriate instructional assistance to make up work missed, take required examinations, receive tutorial assistance, etc.

Although records for any number of students, large or small, can be requested, receiving MSRTS records in advance of the students' arrival is quite helpful if a large student population is to be arriving in the district simultaneously (e. g., at the beginning of the regular school year). In schools which are literally inundated with scheduling hundreds of migrant students in a single day, access to advance information can save time, prevent a duplication of services, and help ensure proper student placement.

Program planning is another important need that can be met by requesting MSRTS records in advance of the migrant students' enrollment. This is particularly useful for receiving states who wish to tailor their instructional program to meet the identified needs of the migrant students. For example, if the MSRTS records of 52% of the students expected to arrive indicate recommended courses in English literature, U.S. history, and algebra, the instructional program can be designed, staff assigned, and resources allocated accordingly. It is most appropriate for the receiving state to offer those courses which the students are required to take in order to graduate from the high school of <u>their</u> choice. Therefore, it would not be in the best interests of a migrant student if receiving state graduation

requirements were imposed upon the student if he/she intends to eventually graduate elsewhere. This can be determined, of course, by carefully reviewing the MGRs on the MSRTS records for the students to be served.

It is important to be cognizant of two conditions which impact whether secondary students' MSRTS records will reflect new data prior to their return to the receiving district:

1. Migrant secondary students typically work in the fields during the day, which means that enrollment in evening courses will be most suitable for their schedules. If a district offers courses only during the day, the student may be unable to enroll in them. Consequently, their MSRTS records would not reflect any new coursework.

2. The advance records could have been printed and mailed before the migrant students' records were updated by the previous school(s), either because the student is still enrolled in that program or the migrant staff is late in processing the MSRTS record updates.

The counselor or registrar should attempt to contact the sending school personnel as soon as possible to determine the coursework, if any, the student has taken to assist in the instructional assessment and course placement process. At least having advance access to the contact person from the most recent enrolling school would be of some assistance in meeting the student's needs prior to his/her arrival.

CHAPTER IV

THE NEED FOR MORE EFFECTIVE INTERSTATE CREDIT ACCRUAL AND COORDINATION

Although the existing secondary credit accrual system is a well-designed system that has proven effective when used properly, there are several chronic problems which persist and demand more effective and more universal utilization of the system. These chronic problems are briefly discussed in the next few paragraphs.

Because currently migratory secondary students seldom remain enrolled in school for a complete term or school year, they have difficulty accumulating credits toward high school graduation, and/or usually accumulate them more slowly so that they are prevented from graduating on schedule. This problem is aggravated by the fact that a majority of migrant students today are overage for their grade by the time they reach the ninth grade, so their chances of graduating with their original class are greatly diminished.

It is common knowledge that graduation requirements differ from state to state. However, even schools within states have different graduation requirements which often include local courses required above the minimum requirements set by the state. Migratory students subjected to a variety of state and local requirements are usually confronted by a loss of credits earned at previous schools because the coursework may or may not conform to the requirements of the currently enrolling school. They experience difficulty in accumulating sufficient credits for similar courses partially completed in a number of different schools.

Some states have minimum competency or exit examinations that students must pass before graduating. These tests are usually based on a set of competencies or skills defined by the state or district which students are expected to master periodically during their school history, or prior to graduation from high school. Transitory students often experience skill gaps due to their mobile lifestyle. This frequently puts them at a disadvantage when they are confronted with the challenge of demonstrating skill mastery on skills they may never have been taught or were unable to master due to their mobility.

Although accredited schools in a state routinely accept school work and course credit from accredited schools in the same state and from other states, migrant students' work and course credit is often treated differently. When the children of military personnel, government, or industry workers transfer in the middle of a term, schools routinely accept not only completed credits, but also partial work done in the other school. Yet, in too many instances, migrant students' work is subjected to extensive and sometimes arbitrary scrutinizing.

The fact that the current interstate secondary credit accrual system has only begun to "make a dent" in the generic and chronic problems cited above is enough justification for intensifying efforts to address these problems. However, the following six sections provide a more in-depth analysis of the key problem areas which together create a compelling need for more effective interstate credit accrual and coordination.

Section A

Current Effort/Usage of the MSRTS Secondary Credit Accrual System

Although the current effort/usage of the secondary credit accrual system has made a significant contribution to improving the rate at which migrant students graduate from high school, secondary migrant students still encounter resistance in having schools recognize and honor course credits earned at different institutions. Often, secondary migrant students are enrolled for short periods of time in several similar courses, yet receive no credit for these courses by the schools from which the students intend to graduate.

Migrant secondary students already face significant odds in graduating from high school since many of them are overage for their grade level. A recent analysis by VAMOS of the national MSRTS Student Distribution Summary Report for the 1988 calendar year indicates that nearly 30% of migrant secondary students (grades 9-12) are at least one year overage, and nearly 16% are two or more years overage by the time they reach the ninth grade.. The lack of acceptance of credits or lack of recognition of coursework taken elsewhere poses additional and unnecessary obstacles for the migrant secondary student. Credit acceptance on an interstate basis is still a pressing need in enabling migrant secondary students to accrue sufficient credits to graduate and to do so within the same time frame as their non-migrant counterparts.

A VAMOS analysis of MSRTS Secondary Credit Data reported by states during the 1987-88 school year was done to determine the status of MSRTS Secondary Credit Data activity for secondary students.

NOTE: As requested by the MESA project and supplied by the MSRTS data bank, the national totals from this study are duplicate counts. This means that they are somewhat inflated due to the fact that migrant students are often "shared" by more than one state and, therefore, students and Secondary Credit updates may be counted more than once by one or more states. However, since both the enrollments and activities (e.g., graduates, updates, etc.) are inflated, the resulting percentages are very useful approximations.

There were 34,441 currently migratory secondary students (grades 9-12) entered into the MSRTS data base during the regular school term. An examination of the MSRTS records for these students revealed that some form of Secondary Credit update had been reported during the year for nearly 66% of these students. This is a remarkable achievement, given that the Secondary Credit system has been part of the MSRTS only since 1984. Interestingly, though, only ten states accounted for more than 90% of these reported updates.

Of the 34,441 currently migratory secondary students enrolled, MSRTS records for only 11,348--or 33%--of these students reflected an enrollment in another school during the school term. This finding is unusual, considering that the students had to have migrated at least once during the previous twelve months to qualify as "currently migratory". The low percentage of students enrolling in a subsequent school can be attributed to one or more of the following conditions:

1. The students had actually migrated to another district but were never officially enrolled in another school.

   This is a distinct possibility that a number of secondary migrant students may prefer to work--or may work out of necessity--rather than attend school, especially during the summer months. For those students wishing to attend summer school, there is often no option but to work since many states offer no summer programs, or only a limited number of them, for secondary migrant students.

   NOTE: These students may have been reported to the MSRTS as "residency enrollments", meaning that only their date of arrival--or residency--in the district is on file in the data base since there is no school enrollment date to be reported. These students would not have been reflected in the data since the study included only students whose records showed school enrollments.

2. The students had migrated to another district and had officially enrolled in another school but that enrollment was never reported to the MSRTS.

   The implication here is that the students were never identified by the migrant program. It is highly unlikely that a migrant student would be identified by a migrant project

district but never entered into the MSRTS because migrant program funding for each state is indirectly related to the number of students entered into the MSRTS data base.

The same VAMOS analysis also revealed a distressing finding: Of the 11,348 students whose MSRTS records showed an enrollment in another school, only about 4% of those records indicated full or partial credits were entered in the Secondary Credit Data section of the record during that year. This alarming finding may be due to any or all of the following conditions:

1. Full or partial credits were rarely awarded for work completed or under study by the migrant students.

   This situation occurs often for migrant students who, due to their migrancy, are unable to complete a full school term/year. Students are often given no recourse but to retake complete courses because other options were not made available to them to legitimately earn credit without being penalized for their family's lifestyle.

2. Full or partial credits were officially awarded for work completed or under study by the migrant students, but this information was never updated on the MSRTS records.

   This is a real possibility for those students who enrolled in schools but went unidentified by the migrant program. Without being identified, no data is sent to the MSRTS and the schools will be wholly dependent upon the receipt of official school transcripts. Unfortunately, this also occurs when students are enrolled in migrant programs.

It is clear that the overriding factor in the failure of the secondary credit accrual system to make a dramatic and overwhelming impact on the migrant student dropout rate has been that too few districts UTILIZE the system. It is also clear that a FATAL FLAW which would prevent effective technical utilization has never been identified, so at this point, the two weaknesses of the overall accrual system are:

1. The failure of too many districts or other responsible entities to provide educational services to migrant students to enable them to earn full or partial credit; and

2. The reluctance of too many districts to accept full or partial credits from other districts THROUGH THE MSRTS SECONDARY CREDIT RECORD.

Section B

Characteristics of the Migrant Student

This country has over a half million children whose parents harvest a significant part of this nation's crops. These children and their parents (and/or grandparents, uncles, aunts, cousins, friends, etc.) migrate from the three large "sending" or "homebase" states of California, Texas, and Florida to the other forty-five contiguous "receiving" states. In addition, Alaska and Puerto Rico have a significant number of migratory children within their borders. Although migrant students can be described in many different ways, the rest of this chapter contains the official definition of a migrant child, as well as four key characteristics of migrant students.

Part 1: The Official Definition of a Migrant Student

A migratory child is the child of a migratory agricultural worker or a migratory fisher who moves with his/her family within a state or from one state to another for the purpose of finding temporary or seasonal employment.

A **currently migratory child** means a child:

a. Whose parent or guardian is a migratory agricultural worker or a migratory fisher; and

b. Who has moved within the past twelve months from one school district to another--or, in a state that is comprised of a single school district, has moved from one school administrative area to another--to enable the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. This definition includes a child who has been eligible to be served under the requirements in the preceding sentence and who, without the parent or guardian, has continued to migrate annually to enable him or her to secure temporary or seasonal employment in an agricultural or fishing activity.

A **formerly migratory child** means a child who:

a. Was eligible to be counted and served as a currently migratory child within the past five years, but is not now a currently migratory child;

b. Lives in an area served by a Title I migrant education project; and

c. Has the concurrence of his or her parent or guardian to continue to be considered a migratory child.

An **interstate migratory child** is one who has moved with a parent or guardian within the past year across state boundaries.

An **intrastate migratory child** is one who resides in a state full-time and who has moved with a parent or guardian within the past year across district boundaries within that state.

Part 2: The Mobile Life of Migrant Students

Currently migratory children may live for short periods of time during each year in several communities, sometimes in two, four, six, and even eight different states. Even though their families may have a well-established migratory route, there is no assurance that, while on the trek, they will reside in the same communities year after year.

To some migrant children, "home" is the location where they live the longest time during a year, usually where the family resides during the winter, or places they visit in between migrations. To others, "home" has no meaning whatsoever and in response to questions regarding it, they answer, "Nope, ain't got no home. Just any place we're at, that's my home." or "I don't know, you see, we just move a lot.".

Some children whose parents have established a somewhat regular pattern of migration live in only two or three states during a year and return each fall to the same area. This does not mean, however, that their children enroll in the same school in each area every year. They may annually move into the same state and even into the same county. However, their parents may work for a different grower and live in a different community, and the children will attend a different school.

While migrating, there is no definitely scheduled time in any location. Length of stay is determined by the weather, the labor supply, the crops to be harvested, and the availability of housing. During some seasons, the children may live in a community for only a few days or weeks, for as long as four months or, if their families secure work with one fishing or agricultural firm, they may reside in one area for a year before returning to their homebase. Over a few years, it is possible for migratory children to have experienced several of these patterns of mobility while on the road.

Migrant children live in a world few teachers understand or appreciate well. In teaching migrant children, one should not only have an appreciation for their way of life, but for the problems and opportunities created by this life, and to learn how they think and feel about themselves and others. Like all children, as they grow they acquire a picture of the kind of person they are, of the things they can and cannot do, of the sort of person they eventually can hope to be. The picture they form will determine greatly their success or failure in school or in life. The picture is shaped by the impact of unique forces in their lives and, especially, by the expectations and perceptions others have of them. Migrant students, regardless of age or grade level, are similar to all other students in that they respond to praise, to a warm smile, and to kindness. They grow even more responsive when they are met with appreciation and friendliness which, in turn, provide them with a sense of security, trust, and self-confidence.

Although the situations described below may cause migrant children to feel insecure, they also often result in the development of positive values and attributes:

First, their transient way of life is a force which generally leads to insecurity. In continually pulling up roots and moving into new situations, migrant children are in constant contact with non-migrants with whom they must cooperate and compete. It may be difficult for them to make new friends and become accustomed to different environments. Conversely, however, migrant children are flexible, adaptable, and eager to please due to their exposure to a variety of circumstances and situations in school and within the community. They are survivors in the truest sense of the word and have acquired an inner strength as a result of their varied experiences.

Second, their childhood is foreshortened, a force which also leads to insecurity. Living in a culture which compels them to assume family responsibilities early, they experience by 13 or 14 years of age what non-migrant children may not experience until they are 18 years

or older. However, this also provides migrant children with a maturity and a sense of responsibility of which they can feel confident and proud. As breadwinners and significant contributors to the family's economic well-being, they can feel a true sense of accomplishment.

Third, the strong and well-defined family relationship is a force which generates feelings of security. They are loved and welcomed with warmth and enthusiasm by their families. But their families may insist, due to economic hardships, that they take on responsibilities and become wage earners as soon as possible--ideas that conflict with non-migrant values and often with the high value their parents place on education. As a result, what feelings of security they have may become dwarfed in significance and they may feel inadequate to deal with new situations.

Fourth, migrant children are frequently proficient in a language other than English. This may put them at a disadvantage academically if the appropriate instruction is not provided to them so that they can perform at their ability level. Yet, they can express themselves vividly and with ease among their family and peers. They bring with them to school a language and culture that are rich with heritage and of which they can be proud. Perhaps because of a language barrier, they are perceptive and can generally size up new situations and people quickly.

Migrant students typically bring a particular set of characteristics to the school site. These characteristics include a dominant language other than English, irregular school attendance because of mobility and the need to work, and oftentimes poor health and nutrition. The implication for the school is that, like all other children, migrant students deserve the same opportunities for an education that meets their individual needs. As is true with meeting the unique needs of any child, creative and flexible solutions are often in order.

Part 3: The Effects of Mobility: Research, Theory, and Fact

A number of psychologists have studied and/or theorized on how moving affects children. Although these studies or theorizing were not directly on migrant students, the general findings appear to be applicable to migrant students. In 1961, Switzer and Associates concluded that the main psychological difficulty for children who move is their feeling of loss, lessened parental attention, helplessness, and fear of the unknown. In a 1968 study,

Kliman compares the psychological impact of moving to that of the feeling of being abandoned by a loved person.

There isn't agreement as to which developmental stages or ages are more susceptible to the negative effects of moving. Inbar, in a 1976 report, contends that children 6 to 11 years of age may be affected more than younger or older children. He explains that this may be due to cognitive and social developmental factors. He believes that moving during middle childhood may interfere both with language development and with the socialization process of developing childhood friendships. These two important processes of language development and developing childhood friendships would be greatly affected by the migrant's mobile lifestyle since the migrant child may be in two, three, or four different schools in one year.

However, as a result of a 1980 analysis, Rubin believes that the period of later childhood may be an especially difficult age level for coping with moving since by that time cliques are likely to be well established and difficult to penetrate. If this is true for the student who moves only once or twice during their school years, think of the enormity of the problem for those migrant students who must move to three or four schools every year for three, four, five, or more of their school years!

The effects of moving are not all negative. In 1968, Lehr and Hendricksen concluded that adaptability and self-reliance can be learned by young children as a result of having to move. In 1978, Fassler wrote that young children can benefit emotionally from moving by developing pride in having mastered a difficult situation. Positive attributes and characteristics of migrant students resulting from the effects of mobility previously mentioned in Part 2 corroborate the conclusions of the two studies above.

Although interstate efforts have improved conditions for the mobile migrant child, students keep moving and many problems still persist. In one issue of the MESA Bulletin published in 1988, the effects of mobility on migrant secondary students were reported to be:

- Loss of credit due to insufficient days of attendance (late arrival)
- Loss of credit due to failure to take final exams (early departure)

- Exclusion from school by receiving schools in late spring (These students need to attend school in order to fulfill attendance requirements of the sending schools.)

- Misunderstandings of the differences in credit value in different states (1/2 = 1 = 5 in different states)

- Failure to combine credits and failure to award partial credit

- Differences in course descriptions and courses required for graduation

- Differences in proficiency or competency test requirements

- Lack of availability of needed courses (at receiving schools, or for late arriving students in the fall)

There are other effects of mobility that are more affective in nature and which handicap students by depriving them of support and motivation to continue. These problems include:

- Lack or loss of supportive counselors

- No high school graduation plan

- No college attendance plan

- Alienation from receiving school, community, and students

- Need to work to help support the family

- Language barriers

- Lack of advocates or role models

- Migrant Education Program services unknown or unavailable in area

- Migrant Education Programs filled by formerly migratory students or students who arrived earlier

Part 4: The Socio-Economic Status of Migrant Students

Migrant families suffer from some of the most severe poverty in the country. By the age of ten or eleven years, sometimes even younger, the children join their parents in the fields. If not rescued through education or training, they may spend the rest of their lives as migrant workers.

Although being poor does not correlate to low intelligence or inability to learn, it does correlate to low academic achievement and high dropout rates. The poverty of migrant parents results in or creates a number of barriers to academic success:

- Poor parents are normally undereducated and cannot give their children a good start in verbal communication skills.

- They cannot provide access to books, educational toys, and other learning experiences which cost money.

- They are less aware of the potential for special educational assistance which exists in the school district.

- They have less ability to assist their children with their academic assignments.

- Their children miss more school due to illness, clothing needs, transportation, etc.

- Their children are less able to compete and/or participate in activities which require monetary support from the parents--such as band, twirler training, cheerleading, etc.

- Their older children miss more school because they have to work to help support the family.

- Migrant parents have more difficulty participating in school activities such as parent-teacher organizations or Chapter 1 Regular and Migrant parental involvement due to language barriers, conflicting work schedules, and limited skills in navigating within the educastional system.

One can hardly blame the student for getting discouraged and dropping out if, in addition to the handicaps mentioned above, his/her partial work done in another state or in another district in the same state is not accepted, preventing him/her from accumulating enough credits to graduate.

Part 5: The Bilingual Migrant Student

About 65% of all migrant students in the country are also bilingual in the sense that they speak another language in addition to English. These children, particularly those categorized as "Limited English Proficient" (LEP) face even greater barriers to obtaining an education and graduating from high school. In addition to facing the same mobility and low socio-economic problems as English-speaking migrants, bilingual students face a severe shortage of bilingual programs and trained teachers. Very few districts offer bilingual services. For example, Texas has over 1,000 districts and only about 170 provide bilingual education services. It is the rule rather than the exception that a student receiving bilingual instruction in one district will migrate to a district without bilingual services. A similar situation exists with regard to English as a Second Language (ESL) services which are normally more applicable to high school students.

The bilingual student has the further disadvantage of poor or no communication between his parents and the school (partially because the parents speak little or no English and/or the school staff do not speak a language compatible with the parents' language).

Section C

The Legal Administrative and Regulatory Hurdles Faced by Migrant Students

The elementary and secondary educational system in the United States is designed for sedentary students. The policies, procedures, and processes are all designed for students who are expected to be there for the whole school year. Additionally, the educational system is overly conservative and overly bureaucratic. Despite written philosophies and goals which imply flexibility in accepting students as they are and addressing their needs, the educational system, with few exceptions, in reality expects and even demands that students adjust to the system or else suffer the consequences.

Several examples will suffice to validate the points made above. The use of bilingual instructional methodology to address the needs of limited English proficient students was made possible only by the introduction of lawsuits and legislation. Only limited development of special instructional methodology to serve migrant students occurred prior to the federal legislation which created the Title I Migrant program. Several court cases have been litigated to establish the rights of migrant students to a good education.

A large number of legal administrative and regulatory hurdles are faced by migrant students. Although in most cases the local administrations have authority to either exempt migrant students from some requirements or to provide them alternatives, very few districts actually give the migrant student a fair opportunity to succeed. A number of these legal hurdles are summarized below (not necessarily in priority order):

1. Different Academic Requirements

Differences in states' academic requirements present migrant students with severe difficulties. For example, a migrant student who enrolls in five or six courses and has to migrate to another state before finishing the term may find that he/she can only continue one or two of the courses in the new school.

2. **Enrollment and Withdrawal Policies**

Most districts have policies which deny credit to students who enroll a certain number of days after a term begins or to students who withdraw a certain number of days before the term ends.

3. **Attendance Requirements**

Most districts also have policies which require that a student attend a class a certain minimum number of clock hours or days of instruction before credit can be given.

4. **Exit-Test Requirements**

Some states have exit-level competency exams which are given on certain dates. This creates problems for migrant students who miss the administration of the test due to late arrival or early withdrawal as a result of migration.

5. **Early Registration**

Migrant students have difficulty getting placed in certain classes that require early registration (e.g., during the previous term). Most districts do not reserve slots for late-arriving migrant students even though, in most cases, the districts know the students will be arriving because of their past migration patterns.

All of these legal hurdles can be overcome by legitimate actions which can be taken by the appropriate school official(s). The problem is that only a limited number of enlightened school districts have evolved and implemented alternative policies and procedures to ensure that migrant students have equal access to a good education.

Section D

The Need to Provide Equal Educational Opportunities for Migrant Students

Although there has been a great effort by migrant educators and others to meet the needs of migrant students, much remains to be done. Some of what remains to be done is instructional, but the most important remaining need is to promulgate policies and procedures which remove the legal barriers to a quality education for migrant students.

A few of the key areas of need are discussed in the rest of this section. A very important point which needs to be made is that if and when all of the items below are provided, only then will we come close to providing a fair chance for migrant students. The areas of need for migrant students are as follows:

1. **The need to provide services which meet the special needs of migrant students**

   Although a large number of specially designed instructional and instructional support services, methodologies, approaches, procedures, etc. have been developed and/or identified, relatively few districts have implemented them. Those districts that have implemented them have invariably shown significant gains in migrant academic attainment and increased graduation rates. These specially designed services include:

   - after school and weekend classes
   - counseling
   - tutorials
   - study packets
   - correspondence or independent study courses

   Secondary credit accrual and acceptance cannot take place effectively unless these services are provided to migrant students.

2. The need to update the MSRTS Secondary Credit Data portion of the MSRTS Educational Record

It was pointed out in #1 on the previous page that the first step in a successful effort to utilize the secondary credit accrual system is to provide appropriate services to migrant students. The second step is to update the MSRTS Secondary Credit Data portion of the MSRTS Educational Record.

As previously mentioned, a VAMOS analysis of MSRTS data bank statistics was done to determine the status of Secondary Credit updates for secondary students (grades 9-12) enrolled during the 1987-88 school year.

NOTE: As requested by the MESA project and supplied by the MSRTS data bank, the national totals from this study are duplicate counts. This means that they are somewhat inflated due to the fact that migrant students are often "shared" by more than one state and, therefore, students and Secondary Credit updates may be counted more than once by one or more states. However, since both the enrollments and activities reported (e.g., graduates, updates, etc.) are inflated, the resulting percentages are very useful approximations.

The data show that during the 1987-88 regular school term, only a limited number of states reported Secondary Credit Data for a high percentage (70% or more) of the currently migratory high school students they enrolled. Only ten states met these criteria. These ten states have done an excellent job of reporting data since they averaged entering data for 90% of their currently migratory high school students.

The rest of the states range from 0% to 69%. Obviously, the second, third, etc. districts in which a migrant student enrolls cannot use the Secondary Credit data if it is not entered by the previous school.

3. The need for placing migrant students in appropriate classes.

The MSRTS secondary record was designed to provide sufficient information to enable the counselor or other school officials to place a newly-arrived migrant student in classes which count toward his/her graduation. The sections which contain this information are:

- The **Minimum Graduation Requirements** (MGRs) from the Designated High School of Graduation;

- The **Secondary Credit Accrual Data** which reflects how many credits were earned and what partial work was completed by the student;

- The **Class Schedule from the Most Recent Reporting School**; and

- **Recommended Courses.**

If the previous school enters or updates the right information, then the school in which the migrant student is currently enrolled can place him/her in the appropriate classes. There is a problem if the school does not have the appropriate courses. A lot of districts facing this problem simply enroll arriving migrant students in whatever classes are available rather than determining how the migrant students can best be helped.

Although it takes some effort on the part of the school district, there are several sources of assistance to help the migrant student. Once the student has been identified as a currently migratory student, the district needs to find out, if possible, how long the student intends to remain there. If it is a short stay, then it might be more productive to assist the student in completing any courses the student might have started in another school. Some homebase or sending state districts can sometimes send assignments and/or textbooks to the receiving district.

Other sources of assistance can be:

- The **Portable Assisted Study Sequence (PASS) Program;**

- The **High School Equivalency Program** (HEP)*;

- The **University of Texas Correspondence Courses (UTCC)** developed for migrant students participating in the UT Migrant Dropout Prevention Project ;

- The **Texas Migrant Interstate Program** at Pharr, Texas;

- The **Migrant Education Program Development Centers** located in Oregon, Texas, and New York;

- The **BOCES Geneseo Migrant Center** in Geneseo, New York; and

- **Other sources** identified by state migrant program directors.

In a lot of instances, high school students will work during the day and districts need to provide either night or weekend opportunities for them.

* The High School Equivalency Program (HEP) is one alternative for those migrant students for whom the traditional school setting no longer seems appropriate. It is designed for migrant students who have dropped out of school but who want to finish their high school education. The goal of HEP is to provide a residential or commuter instructional program which prepares the student to pass the General Educational Development (GED) tests and earn their GED certificate. In addition to GED preparation, placement services are provided to all students before and after completion of the program. HEP students participate in campus activities and educational field trips. Students also receive school materials and a weekly stipend while enrolled in the program.

4. **The need to accept full or partial credit for work done by migrant students in other districts.**

The most important function of the secondary credit accrual system, the "payoff" so to speak, is the acceptance of credit, particularly partial credit or credit for parts of courses, by school districts. This has been the most difficult aspect of the credit accrual system to implement. Chapter VI goes into detail on consolidating and accepting credit. The design of the credit accrual system acknowledges and takes into account the need for districts to safeguard the integrity of the granting of credit. Certainly, no one connected with the system advocates lowering the standards for migrant students. It would not be fair to non-migrant students. However, it is definitely **unfair to migrant students** to work hard in a fully-accredited high school for six, ten, or 15 weeks, be passing four or five classes, and then have to start over in a second or even a third school and receive no credit from any of the schools!

Section E

Migrant Students: Prime Candidates for "At-Risk" Status

A number of factors have been identified in numerous research studies which contribute to any student being considered "at-risk" of not graduating from high school. Several of these factors are listed below:

- Overage for grade*
- Low interest in school
- Poor academic performance*
- Single-parent child
- Low socio-economic status*
- Teenage pregnancy and/or marriage
- Low self-esteem/confidence*
- Lack of participation in school activities*
- Grade retention*
- Inability to read*
- Poor attendance*
- High mobility*
- Disciplinary problems
- Employed*
- Limited English proficient*

All students, including the migrant student, can be adversely affected by any of these factors. However, the migrant student is usually affected by many factors simultaneously, especially those indicated above by an asterisk (*). High school migrant students, for example, who are already overage one or more years for their grade level, who are not proficient in English, and who are unable to compete academically surely feel a deep sense of frustration and a lack of confidence in their ability to continue onward through high school. Additionally, imagine the cumulative psychological impact of being unable to receive official credit for legitimate coursework completed, time and again, in school after school. Although this scenario would discourage even the most resolute adult, migrant high school students encounter these obstacles on a regular basis.

Because they often come from financially deprived families, migrant high school students frequently feel compelled to find a job so that they can contribute to the family's welfare. It is important to note that a study conducted by Stephen M. Barros in 1984 found a correlation between the number of hours a student was employed and whether he/she dropped out of high school. The degree to which employment will impact their chances of remaining in school are as follows:

0 - 14 hours: Employment will have no effect on their school status.

15-21 hours: Chances are increased by 50% that the student will drop out of school.

22+ hours : Chances are 100% that the student will drop out of school.

Although part-time employment may seem to be a viable solution to prevent a migrant student from dropping out of school altogether, school personnel--particularly counselors--should be fully aware of the potential consequences of a student being employed in excess of 14 hours per week. A disproportionately high percentage of migrant students are overage for their grade level, usually because they have been retained one or more times before the ninth grade. Research shows that a child who is overage one year by the ninth grade stands a 50% chance of dropping out of school, whereas the student who is overage two or more years will almost never graduate from high school. Ample studies in recent years have indicated that under no circumstances is retention a viable option in improving student achievement because it does not have a positive impact on student achievement. In fact, it has an enormously detrimental affect on the student's self-esteem, such that they often never recover from the trauma.

There are migrant students who have overcome great odds and graduated from high school (many with honors) and who have subsequently gone on to post-secondary institutions or training. In spite of tremendous obstacles, these students found school staff who offered them encouragement, support, flexibility, concern, dedication, and creativity--staff who had the will to design the system to meet the needs of the students.

Section F

Summary

If the MSRTS records are any indication of the status of credit accrual and acceptance for secondary migrant students, a dismal picture exists. The fact that some migrant secondary students are not being identified by the migrant program as they migrate is clearly contributing to the obstacles faced by these students in accruing credits toward graduation. If the students are not identified, schools serving these students do not have access to MSRTS data available and are dependent upon the receipt of official school transcripts which may take weeks to arrive. Of course, contact could be initiated by the receiving school with the sending school, but the likelihood of that occurring may not be great. Therefore, school registrars and counselors must make on-the-spot decisions about the courses in which to place the student. This type of uninformed decision-making may be at the expense of the migrant student's best interests in meeting graduation requirements and graduating on schedule.

Without an ongoing and high degree of communication and coordination between individual registrars and counselors serving the migrant secondary students, these students appear to be at the mercy of a system which clearly has not been successful in meeting their needs. Again and again, they will be confronted with:

- Repeating courses previously taken because schools were unaware of their course schedules;
- Not being awarded course credits because they were unable to complete the courses due to migrancy;
- Not being able to take courses required for graduation because the courses are full when migrant students arrive and after the school year has begun;
- Not being able to accumulate course credits for partial work completed in similar courses taken at different schools.

If the needs of migrant secondary students are to be met in the area of credit accrual and acceptance, an inordinate amount of collaboration is necessary on behalf of all the entities serving this student population. The limited resources of the migrant program may be presently inadequate to ensure both the identification of the students and the promotion/advocacy for the students' needs. Migrant children are the nation's children, not just those of a single or a few states. Migrant students deserve the same opportunity to graduate as all students, including military and other transient student groups.

CHAPTER V

CREDIT ACCEPTANCE: THE INDISPENSABLE CORNERSTONE OF THE INTERSTATE CREDIT ACCRUAL SYSTEM

There is no interstate credit accrual system without CREDIT ACCEPTANCE! Chapter III established the compelling need for a more effective and universal interstate secondary credit accrual system. The first step in accomplishing this is to convince every superintendent, every principal, every counselor, every registrar, every teacher, and every person who serves migrant students to participate in the system and to accept credit. The best way to convince them is to illustrate the practical benefits of participating. In particular, it is important to illustrate how the secondary credit accrual system can assist them in being more effective in their individual jobs.

The key consideration in credit acceptance is the validity of the data and legitimacy of the transaction. **Figure V-1** gives a summary of the normal or regular communication between districts when a student transfers and a summary of the communication through the secondary credit accrual system for migrant transfer students. The only significant difference is that the normal transfer involves the physical transfer of a signed document, whereas the secondary credit accrual system relies on an electronic transfer of information with an unsigned document going to the school enrolling the student. HOWEVER, A SIGNED DOCUMENT EXISTS! This document is, of course, kept at the sending school.

A very strong case can be made about the legitimacy and validity of the electronic transfer of information. After all, electronic transactions involving millions of dollars are made every day! Also, a number of state agencies use "electric pages" to convey important, binding information to a wide variety of clients. Finally, several hundred migrant schools already accept MSRTS electronic information on health, test data, and secondary credit.

Figure V-1
MSRTS vs. DISTRICT-TO-DIESTRICT COMMUNICATION
ON TRANSFER MIGRANT STUDENTS

Normal District-to-District Communication on Transfer Students	Secondary Credit Accrual System Communication on Transfer Students
STEP #1: Initial documentation: A. Student brings signed report card. B. Student brings withdrawal form with courses, time covered, and withdrawal grade. STEP #2.: Current district calls or writes the original district for information if the student has only part or none of the needed information. STEP #3: The student is placed.	STEP #1: Original district or other responsible agency (usually under the auspices of the state Department of Education since all Migrant projects are under subcontract) enters the information on the Secondary Credit Reporting Form. (This form is normally signed by a responsible school official and kept for audit purposes.) STEP #2: The data is stored in the MSRTS data bank in Little Rock, AR. STEP #3: The current district enrolls the student in the MSRTS and receives the MSRTS Educational Record with the Secondary Credit data. STEP #4: The student is placed.

Section A

Benefits to School Staff from Participating in the Secondary Credit Accrual System

This section describes the benefits from participating in the secondary credit accrual system for principals, counselors, registrars, teachers, and other staff who come into contact with the migrant secondary student.

Part 1: Benefits to Principals

The interstate secondary credit accrual system can provide significant assistance to the principal in his/her efforts to serve migrant students. A principal's commitment to and advocacy for using the secondary credit accrual system can result in **improved migrant student services**. Because the principal is the instructional and administrative leader for the high school, he/she is ultimately responsible for the success or failure of all students. In the case of migrant students, the principal is responsible for a group of students with a high percentage of "at-risk" students who have unique instructional and counseling needs due, in part, to their low-socio-economic status and mobile lifestyle. From the school's participation in the interstate secondary credit accrual process, the migrant student benefits from the school's use of all available information to facilitate his/her chances of graduating from high school.

Another benefit for the principal in participating in the interstate secondary credit accrual system is the potential for **improved graduation rates** for migrant students. This improvement can also have a positive impact on the district's overall graduation rate, particularly if there is a sizeable migrant student population in the district. The chart in **Figure V-2** illustrates the impact that has been made on Texas migrant students' graduation rates in areas where services to secondary students have been provided. It is clearly evident that in school districts and regions in Texas where programs and services are in place to meet the unique needs of the migratory secondary student, significantly higher graduation rates have been realized than in districts and regions where little or no emphasis on secondary services has been made. It is likely that similar findings could be documented in other states, particularly in the states which have large migrant student populations, such as Florida and California.

TEXAS MIGRANT ESTIMATED GRADUATION RATES*
Impact of Strong† Secondary Migrant Programs on Migrant Graduation Rates

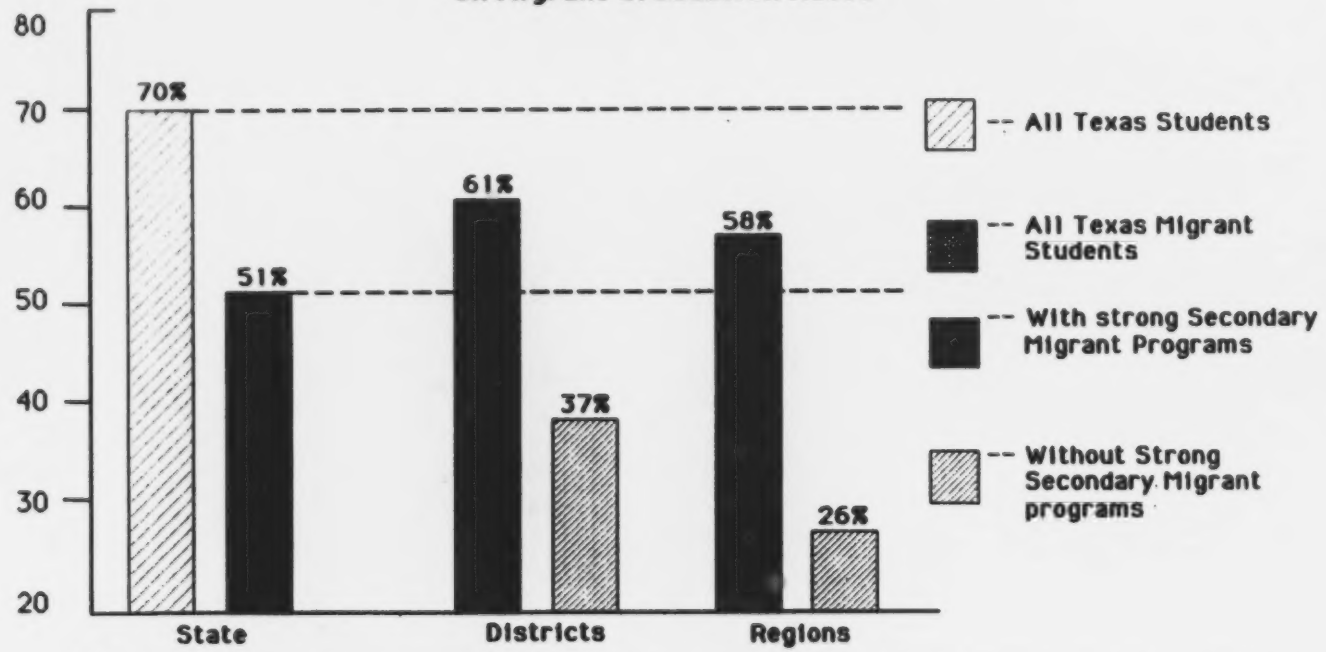


Figure V-2

* Sources: Data was compiled from MSRTS Data Bank, district publications, newspapers (overall Texas graduation rate), and the Texas Migrant Interstate Project, Pharr-San Juan-Alamo ISD.

† "Strong" Secondary Migrant Programs are those with counseling and tutorial components and with an emphasis on Secondary Credit Accrual.

In any state or district having a significant migrant student population, these findings have major implications in terms of the impact migrant students can have on the district's or state's overall graduation rate. In these days of administrative accountability for student performance, principals should not overlook this potential resource for improving their districts' overall graduation rates.

A district's active participation in the interstate secondary credit accrual system can also result in **improved migrant student achievement.** According to the effective schools research, a school is considered effective if all of its students are successful, regardless of the group to which they belong. In other words, the achievement levels of all groups should be relatively high and equal. Traditionally, the overall academic performance levels of migrant and other students participating in various compensatory education programs (including the migrant program) have been significantly lower than those of the regular student population. However, some districts with high-risk students (i. e., students who are poor, limited English proficient, overage for their grade level, etc.) have realized significant gains in student performance. The overall student performance level in these districts has improved dramatically because their staffs have implemented program changes specifically to meet the needs of migrant and other compensatory students. One of the components of their innovative approach to meeting the needs of these students has been an active involvement in the interstate secondary credit accrual system. Their investment in meeting the needs of the at-risk students has paid off handsomely, and these innovative and well-planned strategies have been found effective for all students, regardless of need.

Perhaps it is the students' renewed hope that their chances of graduating are within their reach that accounts for their improved academic success. Migrant students are acutely aware of schools which have their interests at heart, and those which are content to focus on other student groups. Like everyone else, migrant students thrive in an atmosphere of caring and support, with staff who are genuinely taking advantage of every avenue to help them get credit for coursework they complete and make progress toward their ultimate goal of high school graduation.

The principal's use of the secondary credit accrual system is one tool to add to a school's repertoire of strategies designed to improve overall student achievement and increase graduation rates.The use of these strategies can also target the needs of the at-risk student population to which migrant students often belong. By ensuring that his/her staff is well-equipped to work with this student group, the principal is contributing to **improved staff**

efficiency and success in helping migrant high school students. The rapid availability of MSRTS Secondary Credit Data can save precious time and resources for school staff, in addition to meeting the needs of the migrant secondary students. Having access to this information at the time the migrant student enrolls in school can enable registrars and counselors to not only quickly place the migrant student in courses appropriate for his/her plan toward graduation, but can prevent the student from being enrolled in inappropriate courses or courses he/she has already taken.

The MSRTS secondary record can also provide immediate information regarding the contact person at other schools attended by the migrant student so that further information about course requirements, content, and student performance can be quickly obtained. This will enable the counselor and registrar to more effectively assess the partial work completed by the students so that the student can be placed in courses appropriate to his/her needs, and full or partial credits can be accepted and/or granted, whatever the case may be. Teachers, too, will improve their success in meeting the academic needs of migrant students if they have timely access to the MSRTS data which relates to skill strengths and weaknesses, supplementary program services, and the course content and student's partial work completed in courses taken at previous schools.

Improving the school staff's efficiency and success in working with migrant students, as well as increasing the students' academic performance and graduation levels ultimately leads to **improved parental involvement and support.** Administrators from districts having programs that are highly successful with migrant and other high risk student groups know the value of parental support and involvement. Working directly with parents to enlist their support and understanding of the school's attendance policies, course requirements, and graduation requirements will result in a higher likelihood of the student remaining in school, completing his/her coursework, and graduating from high school.

At-risk students, and especially migrant secondary students who fall into this category, benefit greatly from the one-to-one attention and support of a school staff member who plays an advocacy role for that student. The principal knows well the attributes, strengths and weaknesses of his/her staff and is in the best position to identify the individual(s) who can best perform that service. It may be the counselor or registrar, but it could very well be a teacher, school social worker or community liaison, parental involvement specialist, at-risk student coordinator, or any number of other staff positions that can monitor the progress of and assist the at-risk migrant student. Regardless of who assumes this

responsibility, the use of the MSRTS secondary credit accrual system can be an asset in needs assessment and delivery of appropriate services to the migrant student.

Part 2: Benefits to Counselors

The counselor stands to directly benefit from participating in the interstate secondary credit accrual system. Rapid access to MSRTS Secondary Credit Data can result in **improved efficiency and accuracy in student grade and course placement.** Contact information on the MSRTS Educational Record can help the counselor quickly communicate with schools in which the migrant student has previously attended. Clarification of course content, grading requirements, and student performance reflected on the MSRTS record can be obtained by communicating directly with these school staff. Some school staff take the word of the migrant student or parent regarding the student's coursework and grade level in previous schools which sometimes leads to inappropriate course placement due to the student or parent being misinformed.

If the counselor plays a role in the process for **credit granting and acceptance**, the timely availability of MSRTS Secondary Credit Data can be most helpful. This is especially true for students who have only partially completed courses for which partial or full credit has never been awarded.

MSRTS records may contain valuable insights into the academic and support services a migrant student may need to be successful in his/her new school. Access to this information can help provide **improved services to migrant students**, particularly those who may be at risk of not graduating from high school. Making the transition into a new high school is especially difficult for adolescents, and anything that helps ease that transition and provides for educational continuity will help the student. MSRTS data can be of many uses in helping counselors improve their delivery of services to migrant students. MSRTS data can be useful to counselors not only in the academic realm, but in the personal counseling arena as well.

Research exists which substantiates that there is a positive correlation between student achievement and the degree to which students participate in school activities and organizations. Migrant students, due to their transient lifestyle, often do not feel part of the schools in which they enroll and, consequently, are reluctant to become involved in school activities or clubs. Special talents identified through the MSRTS Educational Record,

could be a valuable piece of information for the counselor to use in making the student feel comfortable in and a part of the new school.

One school district, for example, discovered that an at-risk migrant student had an artistic flair. With the counselor's initial encouragement and support, that student became the artist for the school newspaper. As a result, the student also became more involved in the school, developed new friends, and had a changed attitude about himself and his abilities, as well as the world around him. Just the availability of one simple piece of information had an enormous impact on this student's life.

Counselors frequently are responsible for the administration of standardized and/or competency tests and the maintenance of test data for the school. The MSRTS Test Data and TEAMS Data can provide access to this type of information reported by the schools the migrant student has attended. Test results are usually one of the most widely-used forms of assessment data used by schools in identifying the skill strengths and weaknesses of the students and in determining whether supplemental services are necessary. MSRTS Educational Records can provide counselors and teachers a common vehicle for communicating about students' needs in the classroom and the home.

By using the School History data from the MSRTS record, a counselor can determine a migrant student's migration and attendance pattern which, in most cases, is fairly reliable. For late-arriving migrant students, their chances of being able to enroll in required courses are often greatly diminished or non-existent unless the student has been pre-registered for the course and a "slot" has been saved for him/her.

Counselors in school districts having especially effective programs for migrant students are typically very involved in working directly with the migrant parents, as well as with the student. The end result, of course, is an **improved relationship between the migrant student, migrant parents, and the school.** The MSRTS Secondary Credit Data can be a useful source document for counselors to use in working to help parents and students alike understand the student's needs, the services that the school can provide, and the parents' and student's role in enabling the student to graduate from high school.

Part 3: Benefits to Registrars

Registrars are responsible for student course placement, the acceptance and granting of course credits, the transmittal of student records, and for communication between and among schools. MSRTS data has the potential for meeting the critical need of the high school registrar for **timely availability of information.**

Access to information quickly enables the registrar to deliver **improved services to migrant students.** The Secondary Credit Data can be used in course placement and in decisions made in accepting credits, as well as in the process for granting credit for partially completed work. It also includes the contact data that enables the registrar to communicate quickly with other schools in which the migrant student has enrolled. Access to the student's grade level has often prevented a migrant student from being placed in the wrong grade level.

MSRTS records are often considered vital and viable school documents that have a place in the student's cumulative folder. These records are often mailed to other requesting schools when a migrant student has enrolled elsewhere. The inclusion of the MSRTS record in the student's file is often the only key a district may have in the **migrant student identification** process. An updated MSRTS record at the current school can help the registrar convey to the next school specific information about coursework the student has completed and other information that would enlighten the receiving school about the student's performance and abilities. MSRTS Supportive Data can also provide information that would be valuable in proper needs assessment and placement.

MSRTS data can be a link not only between schools but within a school. For example, the roles of the counselor, registrar, and teacher--in terms of meeting the needs of the migrant student--are intertwined. Access by all three to the MSRTS data can result in **improved coordination** by each in meeting their responsibilities toward the student. If knowledge is not shared, the student may suffer.

In one school district, for example, the counselor was aware that a migrant student was enrolled in an independent study course which was designed to help him make up missed work and accrue much needed course credits. However, the registrar was unaware of this fact and, consequently, the student was inadvertently placed in the same course. Access to

this information could have prevented this unnecessary duplication of services and would have helped not only the student, but the registrar and teacher as well.

Part 4: Benefits to Teachers

The benefits to teachers for participating in the interstate secondary credit accrual process are numerous. Many of them contribute to an overall **improved delivery of instructional services to the migrant student.** A rapid and accurate assessment of skill strengths and weaknesses is critical, and the MSRTS record can provide **timely information** to assist in the needs assessment process.

Access to Educational Skills data, particularly for students whose academic performance is below grade level or who qualify for the Special Education program, can help a teacher pinpoint skill deficits so that instruction can be focused and specific. Special Education Contact Data and Supplemental Program information can alert a teacher to the fact that a student may need supplementary program assistance. For teachers serving migrant students from Texas, the TEAMS data can be an invaluable tool to ensure educational continuity and compatibility of instruction. Secondary Credit Data is useful for teachers in identifying coursework which a student has only partially completed. Language(s) for Instruction data may be a clue that a student needs bilingual or English as a Second Language (ESL) services.

Teachers who make an effort to be well informed about their students' needs are also committed to working with the student's parents in helping him succeed in school. This results in **improved parental involvement and support.**

Teachers participating in the interstate secondary credit accrual system see **improved student achievement** as a result of their efforts. Not only do teachers use the MSRTS as a vehicle for exchanging information with schools attended by the migrant student, but they also prepare study packets that students can take with them when they migrate so that they don't fall further behind in their coursework. Teachers also prepare materials that can be used for "catching up" in the coursework that the student missed due to arriving after the semester began. Teachers employed in tutorial and supplemental programs designed to help secondary students complete partially completed courses and improve their performance in current courses can benefit from MSRTS data if it is received on a timely basis.

Increased efficiency and success in diagnosing student needs, developing curricula, providing instruction, monitoring student progress, and enlisting the aid of the student's parents can all be enhanced by the teachers' participation in the interstate secondary credit accrual process.

Section B

The Important Role of School Staff in the Secondary Credit Accrual Process

As was previously mentioned in Chapter II, the considerable success of the Texas-Washington and New York-Florida secondary credit exchange pilot projects was primarily due to the commitment of the staff involved--from the state and regional administrators, to the local superintendents, principals, counselors, registrars, and teachers who worked with the students. The support, commitment, and collaboration of all of these staff were **critical** in assisting migrant secondary students in graduating from high school. Regardless of his/her position in the school district hierarchy, each staff member performed three essential functions to serve the migrant student:

- **advocacy**-actively seeking to meet the needs of the migrant secondary student;
- **communication**-with not only school staff working directly with the student, but with parents and staff providing necessary supporting services for the student and his/her family, and;
- **facilitation**-collaborating with all entities involved to ensure a smooth transition to the new school and the community, as well as promoting educational continuity.

Although the functions of advocating, communicating, and facilitating are assumed by all school staff in working with the migrant secondary student, there are also distinct and unique activities that should be performed by each of the staff.

Part 1: Role of the Principal

The extent to which school staff are committed to and prepare for participating in the interstate secondary credit accrual system depends largely upon the principal's perception of and attitude toward migrant secondary students. As the school's **instructional leader**, the principal sets the tone in the school and among its staff regarding the role that each staff member will play in this process. As the school's key administrator, the principal assigns areas of responsibility which impact the degree to which his/her staff can

effectively participate in this system and assist the migrant students in accruing credits toward graduation.

Selection and training of staff who will work with migrant students, many of whom may be academically borderline, should be done with great care and sensitivity. The students' needs should have priority over those of the program or school. Staff should receive regular training in the use and reporting of MSRTS data as a vehicle for secondary credit accrual, as well as in various interstate efforts conducted to meet the needs of the students they serve. Due to the need for staff to work closely with migrant parents, staff may need training in various methods that have proven successful in working with parents from different ethnic groups or income brackets. School personnel may also need cultural awareness inservice if the students are of a culture different than that of the staff. Effective schools research training is particularly useful in working with at-risk students who benefit from small, focused programs based on skill mastery.

The fair and adequate **allocation of financial resources** to meet the needs of migrant secondary students who are shy of credits toward graduating is important and necessary. A principal should maximize the use of resources available in the district to provide services to these students, rather than depend solely on migrant program funds to meet the needs of the migrant secondary student. This decision can have an enormous impact not only on the migrant students who are the beneficiaries of programs offered, but on the district's overall performance levels and graduation rates.

There is ample research that shows a positive correlation between **parental involvement** and student achievement. The extent to which the school reaches out to the parents of migrant students will depend, to a great extent, on the principal's philosophy and actions and his/her expectations of school staff and parents. Involving the parents of the at-risk migrant students is a critical element in a successful program designed to help them graduate from high school. Migrant parents need to be knowledgeable of the school/district policies regarding attendance, grading, course completion, granting of credits, homework, etc. They need to be aware of the school's schedule and calendar so that their students are enrolled, if possible, at critical times of the year (such as on test administration dates). Since some districts actually have non-punitive policies which are designed to assist the migratory student in making up work and accruing course credits, the parents need to be knowledgeable of the policies and their role in helping their child.

The development and implementation of innovative instructional programs can be an important key in meeting the migrant secondary student's needs. Even the best of intentions are inadequate if instructional programs authorized by the principal are not student needs-based and implemented in concert with effective schools practices that have been successful with at-risk students. A summer program, for example, offered during the day will not address the needs of the migrant high school student who must work in the fields to augment the family's income. Similarly, summer schools which require that the migrant student be enrolled for the duration of the entire course will not address the needs of the student who missed only the content from the first six weeks of the course.

The continued implementation of instructional programs which have not resulted in significant student achievement or graduation rates for migrant students should be modified or eliminated. Consideration should be given to implementing programs which have already proved successful with migrant students and which include the following components:

- Participation in the secondary credit accrual and acceptance system,
- Counseling designed to address the specific needs of migrant students, and
- Tutorial services.

The principal's role in **credit granting and attendance policy-making** is an important one. School board members and other staff within school districts are often unaware of or complacent about the needs of secondary migrant students who are having difficulty in accumulating credits to graduate. The degree to which the principal advocates for the student's needs will have a direct bearing on the degree to which the district implements policies designed to meet the needs of these students.

Part 2: Role of the Counselor

An advocacy role by the counselor on behalf of migrant students can be an indispensable element in a school's efforts to effectively assist them in their quest for a high school diploma. An integral part of that advocacy role by counselors is the regular, consistent use of and involvement in the secondary credit accrual and acceptance system. Like registrars, counselors should **insist upon the timely receipt of MSRTS data** to avoid the

pitfalls for the migrant student of inappropriate grade or course placement and/or loss of credit(s). If the counselor does not routinely receive MSRTS records for migrant secondary students or does not receive them quickly enough to meet student needs, the counselor should take an assertive stance and insist upon the routine and timely receipt of these records.

A second function of the counselor in the secondary credit accrual and acceptance process is that of **communicating with migrant parents and school staff** serving the migrant student. Some counselors and registrars accept without question credits awarded for coursework at other accredited schools. However, when follow-up is necessary and/or required by the school, it should be initiated by the counselor with haste and concern. There are few things more discouraging to a migrant student than to have been enrolled in a course in another school for which credit will not be accepted and counted toward graduation. This situation typically occurs because of faulty decision-making, a lack of communication between schools, and/or a lack of concern or attention by school staff.

The counselor should **monitor the progress of migrant students** in their classes to ensure they receive credit. Migrant secondary students who want to be gainfully employed, either by personal preference or due to economic necessity, should receive special attention from the counselor. Evidence suggests there is a correlation between student achievement and the number of hours a student is employed per week, so it is incumbent upon the counselor to monitor the student's progress carefully, in consultation with his/her teachers, parents, and employers, to ensure that the student's employment is not contributing to academic failure.

Regular and appropriate **communication by the counselor with migrant parents** has also proved to be a key element in districts with successful migrant secondary programs. With regard to the accrual of course credits, migrant parents need to be informed of the policies and requirements of the school so that they, too, can advocate for their children when they are enrolled in schools elsewhere. Teaching parents the importance of retaining important school records and providing them to receiving schools upon their child's enrollment is paramount in order to ease the student's transition from one institution to another — as well as to ensure proper placement and delivery of services. Parents also may need to be taught the significance of regular communication with the school and how to achieve it, not only during the student's enrollment in a school but when their child withdraws from school to migrate with the family elsewhere.

Although most migrant parents want their children to graduate from high school, they are often unaware of the legal and administrative hurdles faced by migrant students who are enrolled in a number of different schools. Migrant parents, like most parents, are appreciative of efforts made by counselors and other school staff to inform them of what they can do to facilitate the credit accrual process to increase their child's chances of acquiring a high school diploma.

Counselors, like other school staff, need to avail themselves of training that will enable them to facilitate the accrual of secondary credit data for migrant students. **Receiving training in how to use and report MSRTS Secondary Credit Data and the needs of migrant secondary students** is important if a counselor is to use and update the student's MSRTS records and best meet the needs of the migratory student.

Mobile students in general and, in particular, migrant students who are at-risk of not graduating from high school benefit from **collaboration between counselors, registrars, and teachers** to ease the transition into the new school, help make up work missed, address the students' skill gaps from the disruption caused by mobility, and focus on their strengths and achievements to enable them to become an accepted part of the new student group. Again, the extent to which the counselor becomes involved and involves others in the secondary credit accrual system can have a positive impact on the student's perception of his/her ability to achieve the goal of high school graduation.

Part 3: Role of the Registrar

The registrar's involvement in the accrual of course credits is critical and should not be underestimated. The degree to which the registrar is committed to helping migrant secondary students accumulate credits toward graduation has a direct bearing on the chances for a migrant student to graduate.

The registrar is highly dependent upon credible documentation to make decisions about credit acceptance and course placement, decisions which are of paramount importance to the migrant student. Registrars should ensure they have **access to and use MSRTS records and all other available documentation** in making the important decision of student course and grade placement.

Registrars should insist upon the timely availability of MSRTS records and other documentation to ensure prompt and correct student grade and course placement, and to maximize the potential for the migrant student to accrue as many credits as possible toward graduation.

Once the MSRTS records are available, the registrar is responsible for **communicating with schools on a timely basis** in which the migrant student has been enrolled. They should contact the sending school personnel as soon as possible to obtain details about the coursework, if any, the student has taken in the previous school that can assist in the instructional assessment, course placement, and credit accrual processes. In particular, the registrar should thoroughly investigate the content of courses which the student was unable to complete before withdrawing as well as the portions of the course in which the student was enrolled (beginning, middle, or end). Knowing this information will ensure that the student is not placed in the position of receiving duplicate instruction and it will maximize his/her chances of meeting the course requirements before migrating again.

Awareness training in the needs of migrant secondary students would be advantageous to the registrar in making the best decisions regarding student placement and the granting of credits. **Training in MSRTS records utilization and reporting procedures** will ensure not only that registrars can use the information they receive but can share that information, by updating the MSRTS records, with the next school in which the migrant student enrolls.

Registrars can also play a role in **parental involvement** when it comes to helping the students accumulate credits toward graduation. Registrars should not overlook the migrant parents and students as potential sources for information and clarification of courses undertaken at other schools. The registrar can play an important rule in making migrant parents and students alike aware of the need for retaining school records and sharing them with all schools in which the student enrolls. Additionally, both parties need to be knowledgeable of the graduation requirements of the school from which the student intends to graduate so that he/she can request course placement that is consistent with those requirements. The registrar can be instrumental in preparing the parents and students for self-advocacy roles in the future.

Part 4: Role of the Teacher

Like the principal, registrar, and counselor, the teacher also performs the functions of advocacy, communication and facilitation. Yet, because of the teacher's close and constant proximity to the student on a daily basis, the teacher's potential influence and impact on the student's ability to graduate are substantial and should not be underestimated.

The teacher needs to routinely receive and use the MSRTS Educational Record in the instructional needs assessment and placement process. MSRTS data can be used to identify skill deficits or gaps which are critical to enable the student to complete courses required for graduation. Focused instruction on the skills the student needs to acquire or in the portion of a given course that the student needs to make up will do much to help the student earn credit for the course.

It is imperative that an accurate and complete student needs assessment be completed promptly. It should consider the MSRTS records as well as a variety of other data sources. Standardized and competency test results can pinpoint skill deficits and borderline performance areas which may require remediation. An examination of a student's performance over time, (i. e., a student academic profile), is especially important in viewing the needs of the at-risk migrant youth who may be functioning one or more years behind grade level. Grades from courses previously taken will also give historical insights into the student's achievement. Not to be overlooked as well is the degree to which the migrant student is proficient in English, a factor which should be determined by the careful and formal or informal administration of a legitimate language assessment test. Of course, students diagnosed as being in need of Special Education services have a specific set of unique needs with regard to the accrual of secondary credits.

The teacher should **help students complete partially completed courses.** This can be accomplished by the teacher knowing which courses need completion and the course content (beginning, middle, or end) the student has already completed. This information will prevent the teacher from repeating the same instruction to the student so that the student's time can be best spent completing the rest of the course requirements.

Teachers should be aware of students who will be leaving before the end of the semester so that study packets and other activities can be prepared and given to the student to complete in his/her absence in an effort to prevent loss of credit. Migrant secondary students, due to

their mobility and accumulation of partially completed courses, may be just shy of completing the requirements sufficient to receive course credit. Summer school may be a viable option for the student to complete the requirements and the teacher may have a lot of influence with the student and his/her parents in making the decision to attend summer school.

For migrant secondary students receiving services from both the foundation and supplementary programs, **instructional coordination** is critically important to maximize the time that the migrant student spends in courses required for graduation. Migrant-funded teachers have a responsibility to work in concert with the regular classroom teacher to supplement instruction needed to improve the student's academic performance, as well as to jointly plan instruction that will maximize the student's potential for meeting course requirements. Regardless of whether a district implements a migrant program, however, the success or failure of the migrant student is the responsibility of the entire school district. All teachers who work with the migrant student play a role in that student's academic success or failure.

Teachers need to update the MSRTS records for use by the next receiving school. Although counselors generally update Secondary Credit Data on the MSRTS records, teachers may have information that could be reported as Educational Skills, Language(s) for Instruction, Supplemental Programs, Test Data, etc. that could also be updated on the records.

A close working relationship with the migrant student's parents will prove valuable in enabling the student to complete the coursework necessary for accruing course credits. Teachers can explain to parents the importance of completing homework, study packets, and other requirements necessary to earn course credit and enlist their help and suggestions for helping the student succeed.

Section C

Acceptance of Credit

The national migrant program has been extraordinarily successful if today's level of achievement (in terms of test scores and graduation rates) is compared to twenty, fifteen, or even ten years ago. However, the greatest disappointment to migrant educators has been the very small progress made in convincing schools to accept credit, particularly partial work, from other districts. Even more disappointing, as mentioned in previous sections of this chapter, is the fact that only ten states have managed to enter Secondary Credit Data for more than 70% of their currently migratory students.

Yet, the granting and accepting of credit and partial work from other schools remain as the most viable methods which can significantly increase the success of migrant students. The irony of the situation is that most states have either laws or regulations which address the need to assist students who are mobile. For example, Texas law (as represented by House Bill 72, the education reform bill) states that one responsibility of the school is to:

> **". . . develop policies for awarding credit to students who are not enrolled for a complete grading period. Policies shall ensure that the student is treated fairly in terms of meeting the intent of this subsection . . ."**

The existence of law and/or rules is not sufficient to ensure that the intent of the law and/or rules is carried out. Thus, it falls upon migrant-funded educators and other educators of migrant students to take steps to ensure that they are "treated fairly" as the law requires. It is, of course, easy to say that policies, procedures, and programs should be improved or developed but it is infinitely harder to accomplish. In an effort to provide at least one example of an effort to ". . . develop policies for awarding credit to students who are not enrolled . . . ", this manual contains the following, liberally borrowed, excerpt from the 1986 Late Entry/Early Withdrawal Policy Handbook used in the Texas Migrant Program:

LATE ENTRY PROCEDURES

Transfer students who have been enrolled in another school during the current semester may be handled using the following options:

Type 1 — With Grades:

When a student transfers from one district to another, the receiving school should request grade information from the sending school. Grades received may then be included in the average for the semester grade.

Type 2 — Without Grades:

If, because of brief enrollment, grades are not available from the previous school, the student's grades may begin without penalty from the date of enrollment in the current school. His/her final average may be determined by the grades he/she earned after entering school and taking the semester exam.

Late enrollees include those students who enroll after the beginning of the school year but who have not been enrolled in any district during the current semester.

Type 1 — Late Enrollee

When a student enrolls prior to a designated cut-off date (Example: the last day of the first six weeks of the semester), the following options may be used:

Option 1 — Migrant Tutorial Plan

Student may receive credit in a subject if he/she attends a migrant tutorial session(s) to complete make-up work and attends regular classes as recommended by a counselor. Migrant tutorials may be held before, during, or after school.

Option 2 — Migrant Personnel Plan

Migrant personnel in the district will obtain make-up assignments and/or exams from the foundation teacher and monitor the completion of the work. The make-up work should be completed by the end of the semester and given to the foundation teacher for evaluation.

Option 3 — Foundation Teacher Plan

The foundation teacher will work with the student in assigning make-up work and the student will be responsible for completing the work by the end of the semester. Upon completion of the work, issuance of grades shall be the responsibility of the foundation teacher.

Option 4 — No Penalty Plan

NO penalty is to be given for work missed by migrant students. Grading will start from the date of ENTRY. The final average will be determined by the daily average and/or the semester exam.

Option 5 — Credit by Examination

Students who demonstrate mastery of over 70% of the Chapter 75 Essential Elements with a 70 or above grade but who have not been enrolled for the entire grading period due to their migratory lifestyle may earn credit by examination. The locally-devised exam may be the end-of-semester exam. A student may be required to attend a tutorial program to prepare the student for the exam. (75.166 - Credit by Examination)

Option 6 — Advanced Placement Examinations

Texas Education Code, Section 21.724 (C): A student in grade level six or above shall be given credit for a subject on the basis of a board approved advanced placement examination in the subject if the student scores in the 90th percentile or above on the examination.

Type 2 — Late Enrollee

When a student enrolls after a designated cut-off date (Example: the beginning of the second six weeks of the semester), the following options may be used:

Option 1 — Migrant Tutorial Plan

Students are placed in one or more migrant tutorial classes and regular classes to make up work as recommended by regular counselor based upon date of enrollment.

Option 2 — Auditing Coursework Plan

Auditing students may or may not receive credit. It is the teacher's responsibility to determine whether or not credit is to be awarded. Criteria which should be used in making this determination are as follows:

1. Attendance records
2. Effort shown by the students in attempting to make up the work missed
3. Success of the students in the classroom work assigned
4. The teacher's general opinion of the extent to which the students deserve credit

Option 3 — Summer School Program

Students may be allowed to complete the remaining course work of the semester and make up the missed course during the summer school session.

Option 4 — Credit by Examination

Students who demonstrate mastery of over 70% of the Chapter 75 Essential Elements with a 70 or above grade, but who have not been enrolled for the entire grading period due to their migratory lifestyle, may earn credit by examination. The locally-devised exam may be the end-of-semester exam. A student may be required to attend a tutorial program to prepare the student for the exam. (75.166 Credit by Examination)

Option 5 — Advanced Placement Examinations

Texas Education Code, Section 21.724 (C): A student in grade level six or above shall be given credit for a subject on the basis of a board approved advanced placement examination in the subject if the student scores in the 90th percentile or above on the examination.

NOTE: Migrant students who are "late enrollees" or "transfer students" might benefit from enrollment in the PASS program or the UT Migrant Correspondence Courses (UTCC) while being provided any of the above-mentioned options.

EARLY WITHDRAWAL PROCEDURES

Type 1 Early Withdrawal Student

When a **withdrawal occurs prior to a designated cut-off date** (Example: the beginning of the 5th grading period, or May 1st, or the 3rd week of the final six weeks), a number of options exist for granting course credits.

NOTE: Several schools require the migrant student to notify the migrant counselor (or the designated school personnel) a specific amount of time in advance of his/her intent to withdraw early. When this is done, the student and counselor complete an Early Withdrawal Form and copies are given to the student's teachers. A few schools require that a verification letter be returned to the sending Texas school by the withdrawing student before credit is granted. This letter verifies that the student actually migrated.

Option 1 — Transfer to Another School

Student will receive credit only if he/she enrolls in school elsewhere for the remainder of the semester.

Option 2 — Credit Upon Return

Student may receive credit if he/she passes final exams when he/she returns in the fall.

Option 3 — Early Completion

Student may receive credit if he/she completes course work, assignments, and passes a final exam before he/she leaves.

Option 4 — Incomplete Grade

Student may receive "incomplete" for the course if ample notice prior to withdrawal is not given. Option 2 may be used to resolve an "incomplete".

Type 2 Early Withdrawal Student

When withdrawal occurs **after a designated cut-off date** (Example: the beginning of the 5th grading period, or May 1st, or the 3rd week of the final six weeks), the following may apply:

Option 1 — Migrant Tutorial Plan

Student may be required to attend a tutorial session(s) before, during, or after school to make up work that would be missed and to prepare for the final exam to be administered before withdrawal.

Option 2 — Migrant Personnel Plan

The migrant teacher may secure assignments from the foundation teacher and assist the student in completing them and preparing for the final exam to be administered before withdrawal.

Option 3 — Migrant Counselor Plan

The migrant counselor will be the liaison between the student and the foundation teacher. The student's withdrawal grade may be used as the final six weeks grade and the student will take the final exam before he/she withdraws.

Option 4 — Incomplete Grade

Student may receive an "incomplete" in the course and be allowed to take the final exam and receive credit when he/she returns to the district.

NOTE: Migrant students who withdraw from school before the end of the school year might benefit from enrollment in the PASS program or the UT Migrant Correspondence Courses (UTCC) while being provided any of the above-mentioned options.

CHAPTER VI

CONSOLIDATION AND ACCEPTANCE OF CREDIT

The purpose of this chapter is to explore possibilities for consolidating partial credits and accepting credits from other schools serving migrant secondary students. As has been previously mentioned, migrant secondary students continue to experience obstacles in accruing sufficient credits to graduate on time. None of the proposals explored in this chapter require that school counselors or registrars go beyond that which is expected for any other transfer or mobile student (e. g., children of military families). These are viable options which have been successfully implemented in schools nationwide serving migrant students. These options are designed to meet the needs of students who may arrive after the school year has already started or who may leave before they can complete the semester or school year. The alternatives suggested are intended to facilitate the accrual of credits for partial coursework completed, as well as to facilitate the accepting of course credits earned in other schools attended by the migrant secondary student.

One of the situations which contributes to this problem of insufficient credit accrual is the fact that currently migratory students often take the same or similar course in more than one school. However, they are never enrolled long enough at any one school to fully complete the course and receive credit for it. Their MSRTS records may reflect this partial course completion, as would the official school transcripts. School registrars or counselors need to continue taking the initiative in exploring these partially completed courses to determine whether credit can legitimately be awarded for the work completed.

Previous schools in which the courses were taken should be contacted to determine the course content, the student's performance, and the length of time the student was enrolled in the course. After considering the information collected from all schools concerned, the counselor or registrar may decide that the student has completed sufficient work at an overall passing grade for credit to be awarded for that course.

In some cases, however, the student may still be shy of enough classroom hours or may not have completed work at a passing grade to earn credit for that course. In this case, school staff could consider a number of options to enable the student to eventually accumulate sufficient course hours or improve his/her grade in the course:

- The student could **make up work**, in addition to his/her current course load, that would be counted toward completing the course. Six-week or accelerated **summer school programs** that focus on making up only missed/failed coursework, rather than the entire course, assist migrant students as well. If necessary, a complete or partial **correspondence or independent study course** (such as PASS independent study and/or UT correspondence courses) could be taken by the student if a significant amount of coursework is needed to meet the course completion requirements.

- For students needing assistance in completing course requirements, enrollment in a **tutorial program** (before, during, or after school, in evenings, or on weekends) would be one option to consider in enabling the migrant secondary student to complete the unfinished coursework. Some students, however, would be capable of completing the coursework on their own.

- For students who had met nearly all of the course requirements, **credit by examination** is yet another alternative which would enable the student, if he/she passed the course examination, to receive course credit.

If the counselor or registrar does not use any of the above (or any other) options and requires the student to enroll in the same course yet another time, the psychological implications for the student should be seriously considered, as well as the impact on that student's chances for graduating. Students who are already struggling to keep up with their work because of a lifestyle over which they have no control will be hard pressed to continue working toward the goal of high school graduation. If they sense that their efforts won't matter, or that they are making little or no progress forward, they are quite likely to become demoralized, discouraged, and to believe that there is no hope of completing their education. Dropping out of school is, of course, the first option they will consider.

Section A

Analysis of a Sample Case of Credit Consolidation

The case anaylzed in this example is based on the sample MSRTS Educational Record in **Figure VI-1** for a fictitious migrant secondary student. It is used to illustrate the different decisions faced by secondary schools when migrant students enroll with partial work completed from a previous school.

The key items in the sample MSRTS Educational Record (**Figure VI-1**) have been noted with circled numbers that correspond to the numbered items that follow:

1. The **Current School** is Pharr-San Juan-Alamo (PSJA) ISD in Texas;

2. The migrant student enrolled in PSJA on **8/24/84**;

3. The **Previous School** was Granger Night School in Washington;

4. The student is a junior--in the **11th grade**;

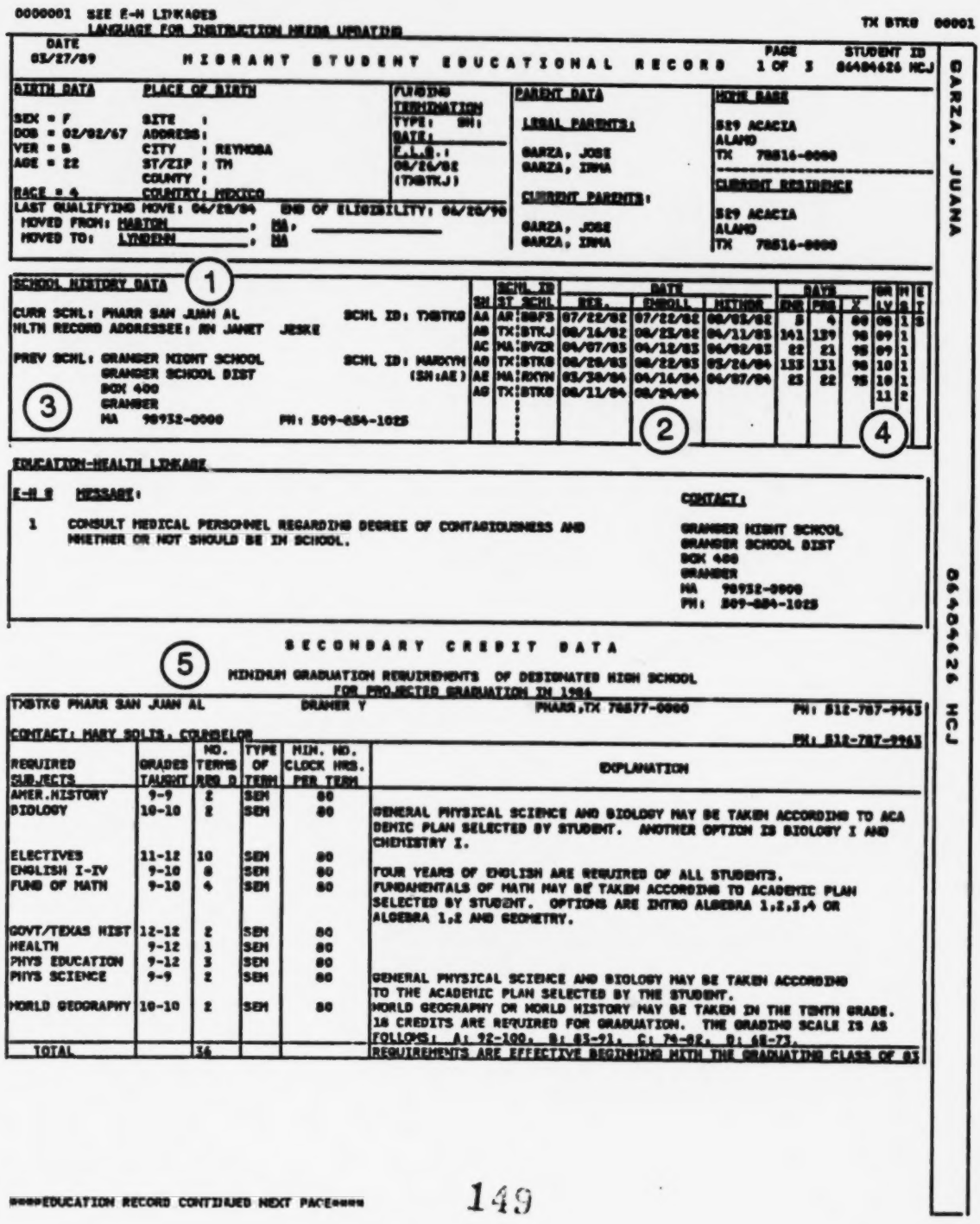
5. The **minimum graduation requirements** (MGRs) of the designated high school (PSJA);

This is the basic background information which becomes important as we look at page two of the sample MSRTS record (**Figure VI-2**):

6. **Class Schedule from the Most Recent Reporting School**--Granger Night School

   The Class schedule shows that the migrant student took four courses at Granger Night School, each for a total of 23 clock hours and with grades in the 90's.

Figure VI-1
CASE SAMPLE MSRTS EDUCATIONAL RECORD



0000001 SEE E-H LINKAGES
LANGUAGE FOR INSTRUCTION NEEDS UPDATING

TX BTKB 00001

DATE 03/27/89

MIGRANT STUDENT EDUCATIONAL RECORD

PAGE 1 OF 3

STUDENT ID 064804626 HCJ

BIRTH DATA
SEX = F
DOB = 02/02/67
VER = B
AGE = 22
RACE = 4

PLACE OF BIRTH
SITE :
ADDRESS:
CITY : REYNOSA
ST/ZIP : TM
COUNTY :
COUNTRY: MEXICO

FUNDING TERMINATION
TYPE: SN:
DATE:
F.L.S.:
08/26/82
(TXBTKJ)

PARENT DATA
LEGAL PARENTS:
GARZA, JOSE
GARZA, IRMA
CURRENT PARENTS:
GARZA, JOSE
GARZA, IRMA

HOME BASE
529 ACACIA
ALAND
TX 78816-0000

CURRENT RESIDENCE
529 ACACIA
ALAND
TX 78816-0000

LAST QUALIFYING MOVE: 04/28/84 END OF ELIGIBILITY: 04/28/90
MOVED FROM: MARION : MA :
MOVED TO: LYNDEEN : MA

SCHOOL HISTORY DATA (1)

CURR SCHL: PHARR SAN JUAN AL SCHL ID: TXBTKB
MLTH RECORD ADDRESSEE: RN JANET JESKE

PREV SCHL: GRANDER NIGHT SCHOOL SCHL ID: MARDYN
GRANDER SCHOOL DIST (SN:AE)
BOX 400
GRANDER
MA 98932-0000 PH: 509-654-1025

(3)

SN	SCHL ID ST	SCHL	DATE REG.	DATE ENROLL	DATE WITHDR	DAYS ENR	DAYS PRS	DAYS Y	GR LV	H S	E T
AA	AR	BBFS	07/22/82	07/22/82	08/02/82	8	4	88	08	1	S
AB	TX	BTKJ	08/16/82	08/22/82	04/11/83	141	139	98	09	1	
AC	MA	BVZR	04/07/83	04/12/83	04/22/83	22	21	95	09	1	
AD	TX	BTKB	08/29/83	08/22/83	03/26/84	133	131	98	10	1	
AE	MA	RXYN	03/30/84	04/16/84	04/27/84	23	22	95	10	1	
AG	TX	BTKB	08/11/84	08/20/84					11	2	

(2) (4)

EDUCATION-HEALTH LINKAGE

E-H # MESSAGE:

1 CONSULT MEDICAL PERSONNEL REGARDING DEGREE OF CONTAGIOUSNESS AND WHETHER OR NOT SHOULD BE IN SCHOOL.

CONTACT:
GRANDER NIGHT SCHOOL
GRANDER SCHOOL DIST
BOX 400
GRANDER
MA 98932-0000
PH: 509-654-1025

SECONDARY CREDIT DATA (5)

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL FOR PROJECTED GRADUATION IN 1984

TXBTKB PHARR SAN JUAN AL DRAMER Y PHARR,TX 78577-0000 PH: 512-787-9963

CONTACT: MARY SOLIS, COUNSELOR PH: 512-787-9963

REQUIRED SUBJECTS	GRADES TAUGHT	NO. TERMS REQ'D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPLANATION
AMER.HISTORY	9-9	2	SEM	80	
BIOLOGY	10-10	2	SEM	80	GENERAL PHYSICAL SCIENCE AND BIOLOGY MAY BE TAKEN ACCORDING TO ACADEMIC PLAN SELECTED BY STUDENT. ANOTHER OPTION IS BIOLOGY I AND CHEMISTRY I.
ELECTIVES	11-12	10	SEM	80	
ENGLISH I-IV	9-10	8	SEM	80	FOUR YEARS OF ENGLISH ARE REQUIRED OF ALL STUDENTS.
FUND OF MATH	9-10	4	SEM	80	FUNDAMENTALS OF MATH MAY BE TAKEN ACCORDING TO ACADEMIC PLAN SELECTED BY STUDENT. OPTIONS ARE INTRO ALGEBRA 1,2,3,4 OR ALGEBRA 1,2 AND GEOMETRY.
GOVT/TEXAS HIST	12-12	2	SEM	80	
HEALTH	9-12	1	SEM	80	
PHYS EDUCATION	9-12	3	SEM	80	
PHYS SCIENCE	9-9	2	SEM	80	GENERAL PHYSICAL SCIENCE AND BIOLOGY MAY BE TAKEN ACCORDING TO THE ACADEMIC PLAN SELECTED BY THE STUDENT.
WORLD GEOGRAPHY	10-10	2	SEM	80	WORLD GEOGRAPHY OR WORLD HISTORY MAY BE TAKEN IN THE TENTH GRADE.
TOTAL		36			18 CREDITS ARE REQUIRED FOR GRADUATION. THE GRADING SCALE IS AS FOLLOWS: A: 92-100, B: 83-91, C: 74-82, D: 68-73. REQUIREMENTS ARE EFFECTIVE BEGINNING WITH THE GRADUATING CLASS OF 83

GARZA, JUANA 064804626 HCJ

====EDUCATION RECORD CONTINUED NEXT PAGE====

Figure VI-2
CASE SAMPLE MSRTS EDUCATIONAL RECORD

0000002 TX RTKG 00002

DATE 03/27/89 — MIGRANT STUDENT EDUCATIONAL RECORD — PAGE 2 OF 3 — STUDENT ID 84484626 HCJ

GARZA, JUANA 84484626 HCJ

(6) SECONDARY CREDIT DATA

CLASS SCHEDULE FROM THE MOST RECENT REPORTING SCHOOL

SUBJECT	COURSE TITLE	GR	COURSE GRADE LEVEL	PARTIAL MINS X GR.	PARTIAL MINS CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR
ENGLISH	ENGLISH LIT	AE	10	98%	23			SEM	SPR	84
HISTORY	HISTORY	AE	10	98%	23			SEM	SPR	84
MATH	ADV MATH	AE	10	98%	23			SEM	SPR	84
PHYSICAL ED	PHYSICAL ED	AE	10	96%	23			SEM	SPR	84

(8) MOST RECENT REPORTING SCHOOL:
GRANGER NIGHT SCHOOL
GRANGER SCHOOL DIST
BOX 400
GRANGER
PH: 76930-0000
FAX: 809-684-1825

CONTACT: NON REPORTED

*****NO RECOMMENDED COURSES AVAILABLE*****

RECOMMENDED COURSES REPORTING FORM

CONTACT NAME: TITLE: PHONE:

COURSE TITLE	GRADE LEVEL	TERM TYPE	TERM	YEAR	EXPLANATION

SECONDARY CREDIT ACCRUAL

(7)

GRADE 9

SUBJECT	COURSE	GR	PARTIAL MINS X	PARTIAL MINS CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME	TELEPHONE
ESOL	ESOL 2	AD			93	1	SEM	FALL	82	PHARR SAN JUAN AL	512-787-9963
	ESOL 2	AD			94	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
ENGLISH	ENGLISH I	AD			87	1	SEM	FALL	82	PHARR SAN JUAN AL	512-787-9963
	ENGLISH I	AD			88	1	SEM	SPR	83	PHARR SAN JUAN AL	512-787-9963
HEALTH	HEALTH	AD			94	1	SEM	FALL	82	PHARR SAN JUAN AL	512-787-9963
HISTORY	AMERICAN HISTRY	AD			92	1	SEM	FALL	82	PHARR SAN JUAN AL	512-787-9963
	AMERICAN HISTRY	AD			94	1	SEM	SPR	83	PHARR SAN JUAN AL	512-787-9963
MATH	INT ALGE 1	AD			84	1	SEM	FALL	82	PHARR SAN JUAN AL	512-787-9963
	INT ALGE 1	AD			92	1	SEM	SPR	83	PHARR SAN JUAN AL	512-787-9963
SCIENCE	GEN PHY SCIENCE	AD			90	1	SEM	FALL	82	PHARR SAN JUAN AL	512-787-9963
	GEN PHY SCIENCE	AD			94	1	SEM	SPR	83	PHARR SAN JUAN AL	512-787-9963
GRADE 10											
BUSINESS ED	TYPING I	AD			85	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
	TYPING I	AD	96%	43			SEM	SPR	84	PHARR SAN JUAN AL	512-787-9963
DRIVER ED	DRIVER ED	AD			83	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
ENGLISH	ENGLISH 2 GRAM	AD			89	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
	ENGLISH 2 LIT	AD	85%	43			SEM	SPR	84	PHARR SAN JUAN AL	512-787-9963
HISTORY	WORLD HISTORY	AD			91	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
	WORLD HISTORY	AD	97%	43			SEM	SPR	84	PHARR SAN JUAN AL	512-787-9963
MATH	INT ALGE 3	AD			87	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
	INT ALGE 4	AD	83%	43			SEM	SPR	84	PHARR SAN JUAN AL	512-787-9963
PHYSICAL ED	P.E.	AD			98	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
	P.E.	AD	96%	43			SEM	SPR	84	PHARR SAN JUAN AL	512-787-9963
SCIENCE	BIOLOGY	AD			85	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
	BIOLOGY	AD	83%	43			SEM	SPR	84	PHARR SAN JUAN AL	512-787-9963

PHARR SAN JUAN AL — GRANGER Y — PHARR — TX 78577-0000

****EDUCATION RECORD CONTINUED NEXT PAGE****

7. **Secondary Credit Accrual**

The 9th grade block shows all complete courses. The 10th grade block shows some completed courses and some partial work. There is partial work on six courses, each for 43 clock hours and with grades in the 80's and 90's.

The information so far shows a migrant student who has fulfilled all 9th grade requirements, the fall semester requirements for grade ten, and has done some work on 10th grade spring semester requirements. Since the student enrolled in PSJA High School on 8/24/84, she should have been starting her junior year, but had not really finished the 10th grade. The school and the student have the following problems:

1. The student needs to finish and get credit for her sophomore year spring courses, but the school doesn't normally offer spring semester courses in the fall.

2. Even if the school offers them, the student needs the content taught toward the end of the course, which will not be taught until the latter part of the fall semester.

The school has several options:

Option 1: Enroll the student in whatever courses are available;

Option 2: Determine whether credit consolidation is possible on all or some of the courses for which the student has previously completed coursework; and,

Option 3: Place the student in suitable 11th grade courses on the basis of her nearly-completed work and high grades in four of the partially completed courses.

Option 1 would not help the student much. Options #2 and #3 are the most desirable and their feasibility can be determined through the following step-by-step process:

STEP #1: Determine which partial work done at Granger Night School corresponds to partial work done at PSJA. For example, in English:

	Course	Grade Level	%	Clock Hours	Term Type
Granger Night School	English Lit.	10	95	23	Sem.
PSJA High School	English II Lit.	10	85	43	Sem.

Since the minimum number of clock hours required by the designated high school for English is 80 hours (see **Figure VI-1, #5**), it appears that the 66 hours could be consolidated. There are two questions that need to be answered before the decision to consolidate can be made:

Question #1: Are the contents of English Lit. for the 10th grade at Granger Night School the same or similar to the contents of English Lit. II for the 10th grade at PSJA?

Question #2: Since the 23 clock hours at Granger Night School represent a little over one-fourth of the total clock hours required, was the content taught at the beginning, the middle, or toward the end of the course?

STEP #2: The current school (PSJA) can find this out by calling Granger Night School (the Most Recent Reporting School) at their phone number (see **Figure VI-2, #9**). Assuming that the answer is yes to question #1, and the second half of the course is the answer to question #2, PSJA is then ready to consider consolidation. At this point, an important decision needs to be made:

Decision #1: Does PSJA grant credit based on the 66 hours with a grade in the high 80's (23 hours @ 95% and 43 hours @ 85%), or does the district require that the student work 14 more hours, take an exam, and average the three grades?

In this case, let us assume that the student was provided with some tutorial assistance and mastered the last part of the course as per an exam. The credit consolidation then took place (**Figure VI-3**). A similar procedure could be done concurrently for the other three courses which had partial work in both PSJA and Granger Night School (World History, Introduction to Algebra IV, and Physical Education).

It is very important to realize that the scenario depicted in this example can be a very difficult challenge for any student. Not only is the student expected to make up the coursework deficit, but also to carry the same workload as other 11th grade students. The district may wish to offer the migrant student the following options:

Option 1: Make up the deficit in the first six weeks and carry the full course load for the 11th grade. This would mean making up the following:

4 courses x 14 clock hour deficit = 56 hours

(The student would have to work two extra hours per day.)

Option #2: Make up the deficit in the first six weeks, but carry one less course than normal. This would mean one free period during the day and one extra hour per day.

It should be noted that this example was somewhat idealized in that:

- The student left PSJA on 3/26/84 with partial work in six 10th grade spring semester courses;
- Granger Night School enrolled the student on 4/16/84 in four courses which matched four of the six that the student had been enrolled in at PSJA.

Thus, it was easier to consolidate partial work and grant credit, which is reflected on the MSRTS record in **Figure VI-4**. The next section covers the Secondary Credit Reporting Form and explores some of the possible situations which can complicate efforts to consolidate partial work.

Student Name Garza, Juana
D.O.B 02/02/67
Classification Sophomore
Student ID 86484626,HCJ

☑ UPDATE SH AG

District PSJA ISD
School ID TX BTKG
Campus High School
Reporting Date October 24, 1984

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HOURS IN CLASS	FINAL GRADE	NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR
English	English Literature	10			88	1	AD,AE	Sem	Spr.	84
History	World History	10			94	1	AD,AE	Sem	Spr.	84
Math	Intro. Algebra IV	10			88	1	AD,AE	Sem	Spr.	84
Physical Ed.	Physical Ed.	10			94	1	AD,AE	Sem	Spr.	84

Initial Entry or Change of Designated High School

SCHOOL | SCHOOL ID | CITY | STATE | YEAR OF GRADUATION

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HOURS IN CLASS	FINAL GRADE	NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR

Submitted by: _____ Phone # ( ) _____

Figure VI-3
CASE SAMPLE SECONDARY CREDIT REPORTING FORM

Figure VI-4
CASE SAMPLE MSRTS EDUCATIONAL RECORD

000000S TX RTKG 00005

DATE 03/27/89 — MIGRANT STUDENT EDUCATIONAL RECORD — PAGE 2 OF 3 — STUDENT ID 86484626 HCJ

GARZA, JUANA 86484626 HCJ

SECONDARY CREDIT DATA

CLASS SCHEDULE FROM THE MOST RECENT REPORTING SCHOOL

SUBJECT	COURSE TITLE	SH	COURSE GRADE LEVEL	PARTIAL WORK X	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR
ENGLISH	ENGLISH LIT	AE	10	95%	23			SEM	SPR	84
HISTORY	HISTORY	AE	10	96%	23			SEM	SPR	84
MATH	ADV MATH	AE	10	98%	23			SEM	SPR	84
PHYSICAL ED	PHYSICAL ED	AE	10	94%	23			SEM	SPR	84

MOST RECENT REPORTING SCHOOL:
GRANGER MIGHT SCHOOL
GRANGER SCHOOL DIST
BOX 400
GRANGER
MA 98932-0000
PH: 509-854-1025

CONTACT: NON REPORTED

=====NO RECOMMENDED COURSES AVAILABLE=====

RECOMMENDED COURSES REPORTING FORM

CONTACT NAME: TITLE: PHONE:

COURSE TITLE	GRADE LEVEL	TERM TYPE	TERM	YEAR	EXPLANATION

SECONDARY CREDIT ACCRUAL

GRADE 9

SUBJECT	COURSE	SH	PARTIAL WORK X	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME	TELEPHONE
ESOL	ESOL I	AD			93	1	SEM	FALL	82	PHARR SAN JUAN AL	512-787-9963
	ESOL I	AD			94	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
ENGLISH	ENGLISH I	AD			87	1	SEM	FALL	82	PHARR SAN JUAN AL	512-787-9963
	ENGLISH I	AD			88	1	SEM	SPR	83	PHARR SAN JUAN AL	512-787-9963
HEALTH	HEALTH	AD			94	1	SEM	FALL	82	PHARR SAN JUAN AL	512-787-9963
HISTORY	AMERICAN HISTRY	AD			92	1	SEM	FALL	82	PHARR SAN JUAN AL	512-787-9963
	AMERICAN HISTRY	AD			96	1	SEM	SPR	83	PHARR SAN JUAN AL	512-787-9963
MATH	INT ALGE 1	AD			84	1	SEM	FALL	82	PHARR SAN JUAN AL	512-787-9963
	INT ALGE 1	AD			92	1	SEM	SPR	83	PHARR SAN JUAN AL	512-787-9963
SCIENCE	GEN PHY SCIENCE	AD			90	1	SEM	FALL	82	PHARR SAN JUAN AL	512-787-9963
	GEN PHY SCIENCE	AD			94	1	SEM	SPR	83	PHARR SAN JUAN AL	512-787-9963

GRADE 10

BUSINESS ED	TYPING I	AD			88	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
	TYPING I	AD	86%	45			SEM	SPR	84	PHARR SAN JUAN AL	512-787-9963
DRIVER ED	DRIVER ED	AD			83	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
ENGLISH	ENGLISH 2 GRAM	AD			89	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
HISTORY	WORLD HISTORY	AD			93	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
		AD									
MATH	INT ALGE 2	AD			87	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
		AD									
PHYSICAL ED	P.E.	AD			98	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
		AD									
SCIENCE	BIOLOGY	AD			88	1	SEM	FALL	83	PHARR SAN JUAN AL	512-787-9963
	BIOLOGY	AD	83%	45			SEM	SPR	84	PHARR SAN JUAN AL	512-787-9963

PHARR SAN JUAN AL — BRAHER Y — PHARR — TX 78577-0000

=====EDUCATION RECORD CONTINUED NEXT PAGE=====

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Section B

The Secondary Credit Reporting Form

The sample Secondary Credit Reporting Form in **Figure VI-5** is the form used by the Colorado Migrant program to report Secondary Credit Data, including credit consolidations. The blocked area of the form is similar to forms used by other states except that Colorado has added columns for PASS and Mini-PASS. This form seems to be fairly comprehensive as far as data that identifies:

- The student;
- Both homebase and receiving districts; and,
- The authorized school official and contact person.

The fact that there is a signature and a title on this document, with copies for the homebase school, the receiving district, the student, and the MSRTS data entry specialist, should provide reassurance as to the validity and "official" nature of the information on the form.

Figure VI-6, the "Secondary Credit Entry Form Analysis Chart" which follows, was developed in an effort to illustrate the role that each of the items plays in the consolidation of credit.

INDIVIDUAL STUDENT SECONDARY COURSE INFORMATION (GRADES 6-12)

Student _____ 1 2 3 M F

Name | MSRTS Student ID # & MNE | Status | Sex | Grade | Birthdate | Enrollment | Withdrawal

Parents or Guardians _____
Father Mother

Student Homebase Address _____
Street or P. O. Box
City State Zip

Subject	Course Title	MP IA NS IS	P A S S	Course Grade Level	Partial Work: % Grade	Partial Work: Clock Hrs. in Class	Credit Granted: Final Grade	Credit Granted: No. of Terms	Credit Granted: Cons. SH Lines	Type of Term	Term	Year

COLORADO RECEIVING DISTRICT _____
Contact Person _____
School _____
Mailing Address _____
Zip
Phone ( )

HOMEBASE DISTRICT _____
School _____
Mailing Address _____
Zip

Comments _____

Authorized Signature Title Date

White Copy - Homebase School

Yellow Copy - Student

Pink Copy - MSRTS Data Entry Specialist

Gold Copy - Receiving School or SCE Project

Figure VI-5
COLORADO SECONDARY CREDIT REPORTING FORM

Figure VI-6
MSRTS SECONDARY CREDIT REPORTING FORM
ANALYSIS CHART

ITEM IN THE FORM	DEFINITION/ EXPLANATION	COMMENTS
1. SUBJECT	• Generic Title • Set by Reporting School	• May not match receiving school. • May not be self-explanatory & require contact follow-up.
2. COURSE TITLE	• Specific title is set by reporting school. • Can be the same as Subject.	• May not match receiving school's title. • May not be self-explanatory & require contact follow-up. • Is there a different content or content order?
3. COURSE GRADE LEVEL	• Refers to the grade level of the course, not the grade level of the student. • Limited to grades 7–12.	• Identical or similar courses may be placed in different grade levels by different states and/or districts.
4. PARTIAL WORK	• Any coursework that is less than a complete term.	• What part of the course content was covered?
% GRADE	• The student's withdrawal grade based on coursework during his/her attendance.	• Even failing grades should be included in order to provide an opportunity for the student to bring the grade up to passing later.

Figure VI-6 (cont.)
MSRTS SECONDARY CREDIT REPORTING FORM
ANALYSIS CHART

ITEM IN THE FORM	DEFINITION/ EXPLANATION	COMMENTS
4. PARTIAL WORK (continued) CLOCK HOURS IN CLASS	• The actual number of hours that the student attended the indicated class.	• Note: It is recommended that migrant attendance & EXCUSED absences be included, the same as they are for any other student
5. CREDIT GRANTED FINAL GRADE	• Any course for which *official credit* has been granted by a school. • For *official credit* courses expressed as letters (A, A-, B+, C, etc.), percent grades (77%, 83%, etc.) or as grade points (4.0, 2.5, etc.).	
NO. OF TERMS	• The number of terms for which *official credit* has been granted. This column can be left blank, have a 0, 1, 2, or 3 or NC (no credit).	
CONSOLIDATED SH LINES	• Explained in detail later in this chapter.	
6. TYPE OF TERM	• Semester, quarter, trimester, or other unit of credit used by a school.	• There are methods and/ or formulas for term conversion.
7. TERM	• Fall, spring, summer, etc.	• Self-explanatory
8. YEAR	• The calendar year in which the course was taken.	

Section C

Ten Most Often Asked Questions About Credit Consolidation*

1. **What is consolidation?** It is the combining of partial coursework done in two or more schools so that a migrant student may be awarded a semester credit. Using the MSRTS, consolidation is accomplished only when specific procedures are followed and only after the schools involved have updated the official information on the MSRTS record.

2. **A student becomes a current migrant over the summer. He has partial credit from the receiving school, but nothing from the homebase school. How do you consolidate since he was not a migrant at the time of withdrawal?** The homebase school should update by entering the school history (beginning with the 9th grade) up to when the student left the district. If the student did partial work at his homebase school, it will be possible to consolidate.

3. **How do you average the two partial grades when consolidating?** You don't. The grades should have already been figured and recorded in the permanent record (transcript) in your school. You should report only the grades on the official transcript. The MSRTS will reflect only the information that has been coded in officially by the school district.

4. **Can you consolidate work done on the same generic subject in two different semesters? In two different years?** Yes, you can; as long as the grade level is the same, the computer will consolidate it.

5. **If the student was enrolled in an English class, but the homebase school and the receiving school use different course titles, is consolidation possible?** Yes, a computer program allows consolidation even if the two course titles are different.

6. **A student attended Math I class 20 hours in Pasco, Washington. He attended 70 hours in our school. He will receive semester credit at our school. Do I record a partial credit of 70 clock hours or do I record a semester credit?** You may send in a reporting form showing the partial credit and the semester credit on the same reporting form. The data entry specialist will enter the partial work first, then enter the consolidation information separately.

7. **When do you fill out the recommended schedule?** At the latest, the recommended schedule should be reported at the time the student withdraws. Or, if the student remains through most/all of the semester, report the recommended courses far enough into the semester so that there is reasonable assurance that the student's current schedule won't change. This will help ensure that the recommended course schedule will remain valid.

8. **Does it matter which SH line I list first in the consolidation SH lines column?** No, it does not matter which one is listed first, as long as they reflect the SH lines that are to be consolidated.

9. **What if the student has partial work in the homebase school, but nothing was recorded from the receiving school? How do I consolidate?** You cannot consolidate unless you have two partially completed courses. You need to find out if he/she has attended school somewhere else. Sometimes a student does partial work at a school that does not report to the MSRTS. In this case, you may request the records from that school, combine the grades from the two schools, award the semester credit, and report the semester credit to the MSRTS.

10. **What time of year do you consolidate?** The best time to consolidate is as soon as possible after the partials that are to be consolidated have been coded. The longer you wait, the longer the list of partials. It should be done upon enrollment or immediately after withdrawal.

*Adapted from questions prepared by the Texas Migrant Interstate Program.

Section D

Credit Acceptance

Ideally, the acceptance of credits which have officially been granted by any accredited school should be officially accepted by any other accredited institution in which the migrant secondary student enrolls. In reality, however, this does not always occur. Often, these students are placed in and complete courses which will not be counted toward meeting the graduation requirements of the school from which the students intend to graduate. Improper course placement occurs for a variety of reasons, such as:

- The desired courses are already full at the time the migrant student arrives, so they are placed in other courses which do not count toward graduation.

- The receiving school counselor/registrar is unaware of the courses that the migrant student needs to take that will count toward meeting his/her graduation requirements, so, inadvertently, the student is inappropriately placed.

- School staff respond to requests by uninformed students to be enrolled in certain courses which, ultimately, will not count toward meeting their graduation requirements.

Even when migrant students only partially complete a course before withdrawing, some schools will grant partial credits for the work the student has done, provided he/she made a passing grade. However, migrant secondary students frequently encounter situations whereby that partial credit earned is not accepted at all by the receiving school.

CHAPTER VII

SUMMARY

Although it has not really been verbalized in this particular fashion, the national Chapter 1 Migrant Program has historically been carried out under the philosophy that the involvement of more talented and intelligent people results in a more rapid development of better solutions. The Migrant Education Program has been blessed with a multitude of innovative and creative educational and educational-support people throughout the whole country.

In addition to the creativity and innovation demonstrated by migrant educators, two other major, positive characteristics or attributes have contributed to the program. One is that information has been shared with almost an absence of the professional jealousy which prevents other programs from being as successful. The second major attribute is that migrant educators have become intense advocates for the migrant program in general and, more importantly, for the migrant students.

There is no question that the Migrant Education Program has found a better way to address the needs of migrant students. There is statistically reliable evidence that the national migrant graduation rate has gone up by about **THIRTY-FIVE PERCENT** since the implementation of the innovative and creative migrant program approaches, such as:

- Specially-designed migrant counseling services;
- Migrant tutorial services;
- Course packages that can follow the migrant student;
- Manual secondary credit accrual;
- Computerized secondary credit accrual;
- Reciprocal visits by educators from receiving and sending states;

- PASS programs;
- Leadership retreats for at-risk migrant youth;
- Teachers that follow migrant students;
- Teacher exchange programs;
- Administrative and coordinating national committees, such as:
  - The National MSRTS Committee
  - The National Evaluation Committee
  - The National Educational Skills Committee
  - The National Secondary Committee
  - The National Technology in Migrant Education (TIME) Committee
  - The Section 143 Interstate Projects

The list can continue but suffice it to say that the Migrant Education Program and the secondary credit accrual system have been effective. The fact that the Migrant Education Program has an excellent track record should be a positive factor in convincing additional district administrators, counselors, and teachers to give the secondary credit accrual system a fair chance. If this is done, the job of the school will be carried out more effectively and the success of the school will be enhanced. However, the real winners will be the migrant students.

APPENDICES

Appendix I

COMMON ACRONYMS

ESL - English as a Second Language

HEP - High School Equivalency Program

LEP - Limited English Proficient

MEPDC - Migrant Education Program Development Center

MGR - Minimum Graduation Requirements

MESA - Migrant Education Secondary Assistance Project

MSRTS - Migrant Student Record Transfer System

NASDME - National Association of State Directors of Migrant Education

PASS - Portable Assisted Study Sequence Program

TEAMS - Texas Educational Assessment of Minimum Skills

TMIP - Texas Migrant Interstate Program

USDE - United States Department of Education

UTCC - University of Texas Correspondence Course

Appendix II

GLOSSARY OF TERMS

Class Schedule from Most Recent Reporting School - The part of the MSRTS Secondary Credit Data that includes coursework information most recently reported to the MSRTS by a school in which the migrant student was enrolled.

Credit by Examination - A process by which the student earns course credit by passing a required examination in lieu of completing required coursework.

Credit Consolidation - The process by which school officials grant official full or partial credit for a course after combining partially-completed coursework for two or more similar courses.

Credit Granted - A segment of the MSRTS Secondary Credit Data which refers to coursework for which official full or partial credit has been awarded to the student.

Current Class Schedule - Information about the courses in which the student is currently enrolled.but for which no partial work or credit granted has been reported. Current class schedule is reflected in the MSRTS Class Schedule from Most Recent Reporting School data.

Currently Migratory Child - A child whose parent or guardian is a migratory agricultural worker or a migratory fisher, and who has moved within the past twelve months from one school district to another to enable the child's parent/guardian to obtain temporary or seasonal employment in an agricultural or fishing activity.

Current Supplemental Programs - Subjects above and beyond the basic educational program provided by the school district in which a migrant student is presently participating.

Early Withdrawal - The term used to describe the departure of a migrant student from school before the school year/term has officially ended.

Educational Skills Data - The section of the MSRTS Educational Record which includes skills mastered and/or under study in the areas of mathematics, reading (English and Spanish), oral language (English and Spanish), and early childhood.

Education-Health (E-H) Linkage - The part of MSRTS Student Data which is intended as a health message for instructional personnel to alert them that unresolved health problems may exist which could influence the student's academic performance.

Formerly Migratory Child - A child who was eligible as a currently migratory child within the past five years but is not now a currently migratory child, who lives in an area served by a migrant education project, and who has the concurrence of his or her parent/guardian to continue to be considered a migratory child.

High School Equivalency Program (HEP) - A federally-funded alternative program to completion of high school which is designed to help migrant students earn their General Educational Development (GED) certificate.

Interstate Migratory Child - A child of a migratory agricultural worker or fisher who has moved with a parent or guardian within the past year across state boundaries.

Intrastate Migratory Child - A child of a migratory agricultural worker or fisher who has moved with a parent or guardian within the past year across district boundaries within the same state.

Language(s) for Instruction - The part of MSRTS Supportive Data which includes assessment information about the language(s) in which the student is able to function (learn) in an academic environment.

Late Arrival - The term used to describe the enrollment of a migrant student in school after the school year/term has officially begun.

Limited English Proficient (LEP) - A term used to describe a student who is more skilled in communicating in a language other than English.

Migrant Education Program Development Center (MEPDC) - Federally funded technical assistance and training centers designed to assist school district staff serving migrant students in the three migrant "streams".

Migrant Education Secondary Assistance Project (MESA) - A federally funded Migrant Intrastate and Interstate coordination project designed to improve the secondary education of migratory children.

Migrant Status - A numerical code (1 through 6) which describes a category of migrancy based upon when, where, and why the migration occurred.

Migrant Student Record Transfer System (MSRTS) - A national, computerized record-keeping system, located in Little Rock, Arkansas, that maintains cumulative health and academic records on migrant students for use by educational and health personnel serving these students.

Minimum Graduation Requirements (MGRs) - The part of MSRTS Secondary Credit Data which includes information about essential courses that a student is required to take in order to graduate from high school, as well as proficiency/competency test requirements.

MSRTS Data Bank - The MSRTS computer facility which stores and maintains migrant student data.

MSRTS Educational Record - A cumulative academic record for migrant students, generated and maintained by the MSRTS data bank, and including Student Data, Educational Skills Data, Secondary Credit Data, and Supportive Data entered into the MSRTS by reporting schools in which migrant students enroll.

MSRTS Health Record - A cumulative medical/health record for migrant students, generated and maintained by the MSRTS data bank, and including Student Data, Recent Health Providers, Health Problems, Patient History, Family History, Screening Data and Labs, Immunization Data, and a Listing of Health Problems by Problem Type and Encounter Date.data entered into the MSRTS by reporting schools in which migrant students enroll.

National Association of State Directors for Migrant Education (NASDME) - A professional association of those administrators supervising the statewide implementation of Chapter 1 Migrant Programs.

Partial Work - Coursework completed that is less than that for a full term.

Portable Assisted Study Sequence Program (PASS) - A portable, high school independent study program designed to provide migrant students in grades 9-12 an alternative method of earning credits toward graduation.

Previous Supplemental Programs - The part of MSRTS Supportive Data which describes subjects above and beyond the basic educational program provided by the school district in which the student previously participated.

Recommended Courses - The part of the MSRTS Secondary Credit Data that includes courses that a migrant student should take to meet graduation requirements.

Recommended Courses Reporting Form - A form used by school district staff to record, for MSRTS entry, courses that a migrant secondary student should take. This form appears on the MSRTS Educational Record; similar but separate forms are also in use by various states.

School History Data - The part of the MSRTS Student Data which is an accumulation of school enrollment information, including Current and Previous School data, Residency Dates, School Enrollment and Withdrawal Dates, Number of School Days Enrolled and Present, Grade Level, Migrant Status, and Enrollment Type.

Secondary Credit Accrual and Acceptance System - A process to facilitate the accumulation of credits required for high school graduation, involving written and verbal communication between secondary school staff serving migrant students

Secondary Credit Accrual Data - The MSRTS Secondary Credit Data that is an accumulation of a student's reported coursework (except that from the last term) by grade level.

Secondary Credit Data-Information which can be reported to the MSRTS regarding high school minimum graduation requirements, courses taken and full or partial credits earned by the migrant student, competency test requirements, and courses recommended to be taken by the student.

Secondary Credit Exchange System - The original term used by migrant educators to describe the initial interstate efforts to facilitate the accrual and acceptance of secondary credits for migrant students.

Secondary Credit Reporting Form - A form used by school district staff to record Secondary Credit Data for MSRTS entry. This form appears on the MSRTS Educational Record; similar but separate forms are also in use by various states.

Special Education Contact Data - The part of the MSRTS Supportive Data which alerts the user that information is available concerning special education needs of the student

Special Talent - The part of the MSRTS Supportive Data which includes activities in which the migrant student demonstrates a high degree of accomplishment and/or skill.

Student Data - The section of the MSRTS Educational Record that covers a wide range of data relating to the migrant student, including Student Identifying Data, School History Data, and Education-Health (E-H) Linkage Data.

Student Identifying Data - The part of MSRTS Student Data which contains basic information about the migrant student, including Birth Data, Terminations, Free Lunch Qualifier, Parent Data, Homebase Data, Current Residence, Last Qualifying Move, and Margin Messages.

Supportive Data - The section of the MSRTS Educational Record which may supply additional direction for educating the migrant student, including Current Supplemental Programs, Previous Supplemental Programs, Language(s) for Instruction, Special Talent, Test Data, Special Education Contact Data, and TEAMS Data.

Test Data - The part of MSRTS Supportive Data which includes results of standardized achievement tests which have been administered to the migrant student.

Texas Educational Assessment of Minimum Skills (TEAMS) - Part of the MSRTS Supportive Data, the TEAMS is a competency examination administered annually to all Texas students in grades 1, 3, 5, 7, 9, 11, and 12. It includes tests in mathematics, reading and writing (grades 1-9) and mathematics and English language arts (grades 11 and 12). Passing the TEAMS during the 11th or 12th grade is a requirement for graduation from high school.

Texas Migrant Interstate Program (TMIP) - A state migrant-funded program located in Pharr, Texas designed to facilitate the delivery of services to migrant secondary students through interstate and intrastate training and technical assistance.

United States Department of Education (USDE) - The national office of education located in Washington, D.C.

University of Texas Correspondence Courses (UTCC) - Portable, independent study courses developed by the University of Texas Migrant Dropout Prevention Project to facilitate the migrant students' accrual of credits toward graduation.

Appendix III

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